

second edition

1

**BASIC
GOALS
IN
SPELLING**

Kottmeyer and Ware



WEBSTER DIVISION, MCGRAW-HILL BOOK COMPANY

BASIC GOALS IN SPELLING 1

REVISED
SECOND
EDITION
WORKBOOK



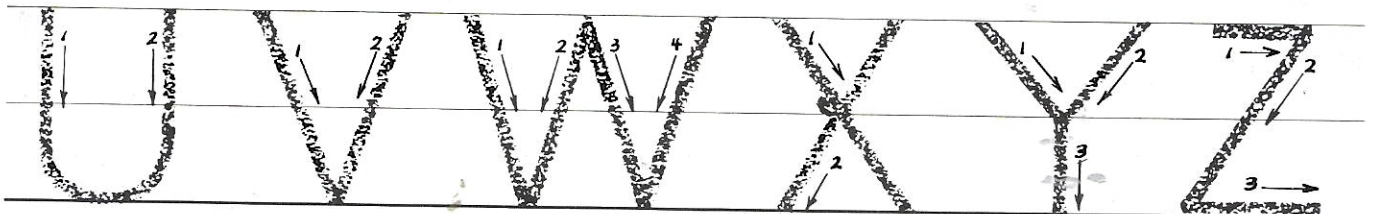
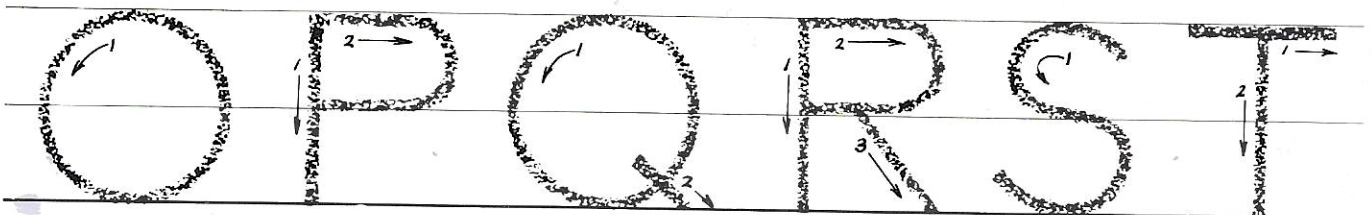
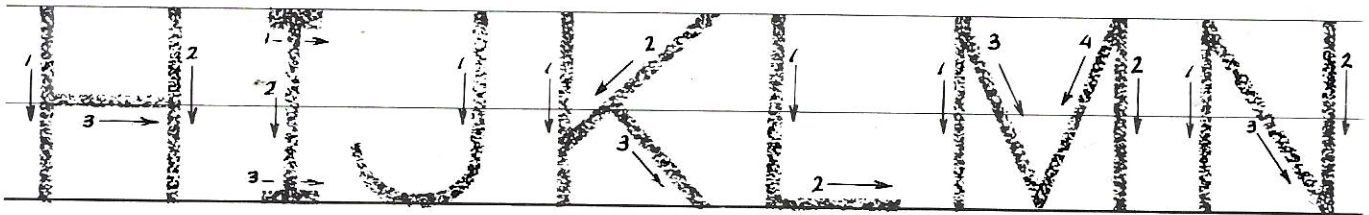
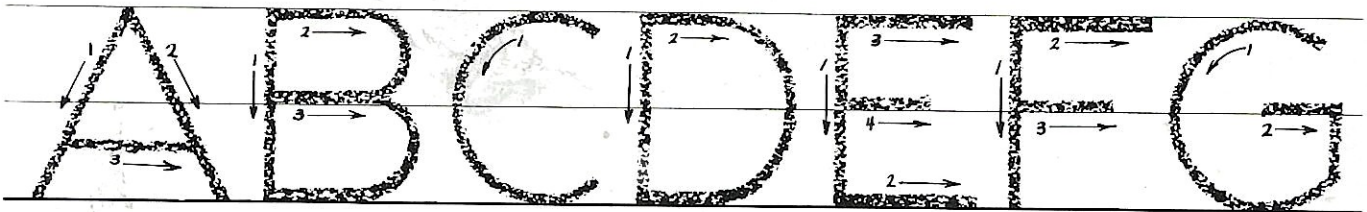
WILLIAM KOTTMAYER

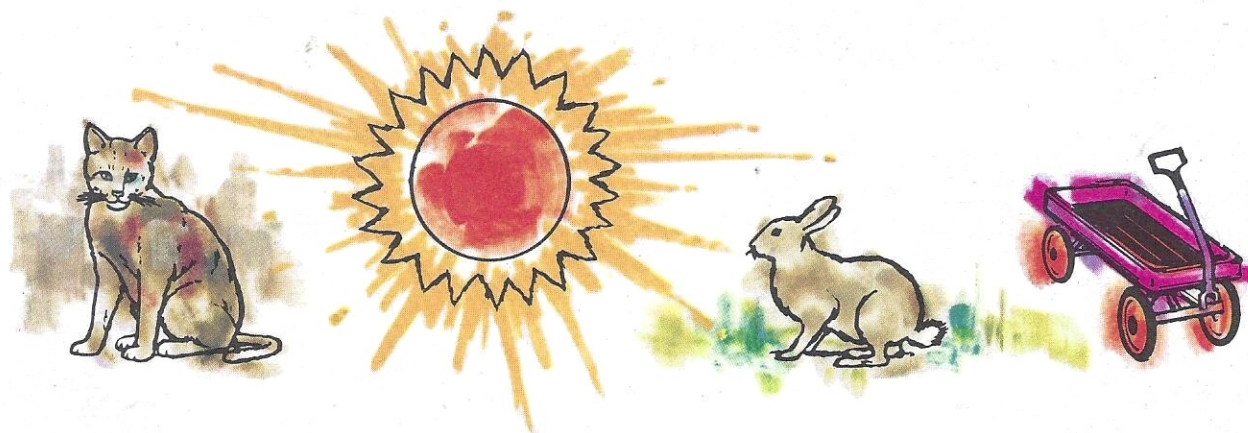
Superintendent of Instruction
St. Louis, Missouri, Public Schools

KAY WARE

Formerly Director of Education in Charge of
Reading Clinics and Classes for Gifted Children
St. Louis, Missouri, Public Schools

The Big Alphabet





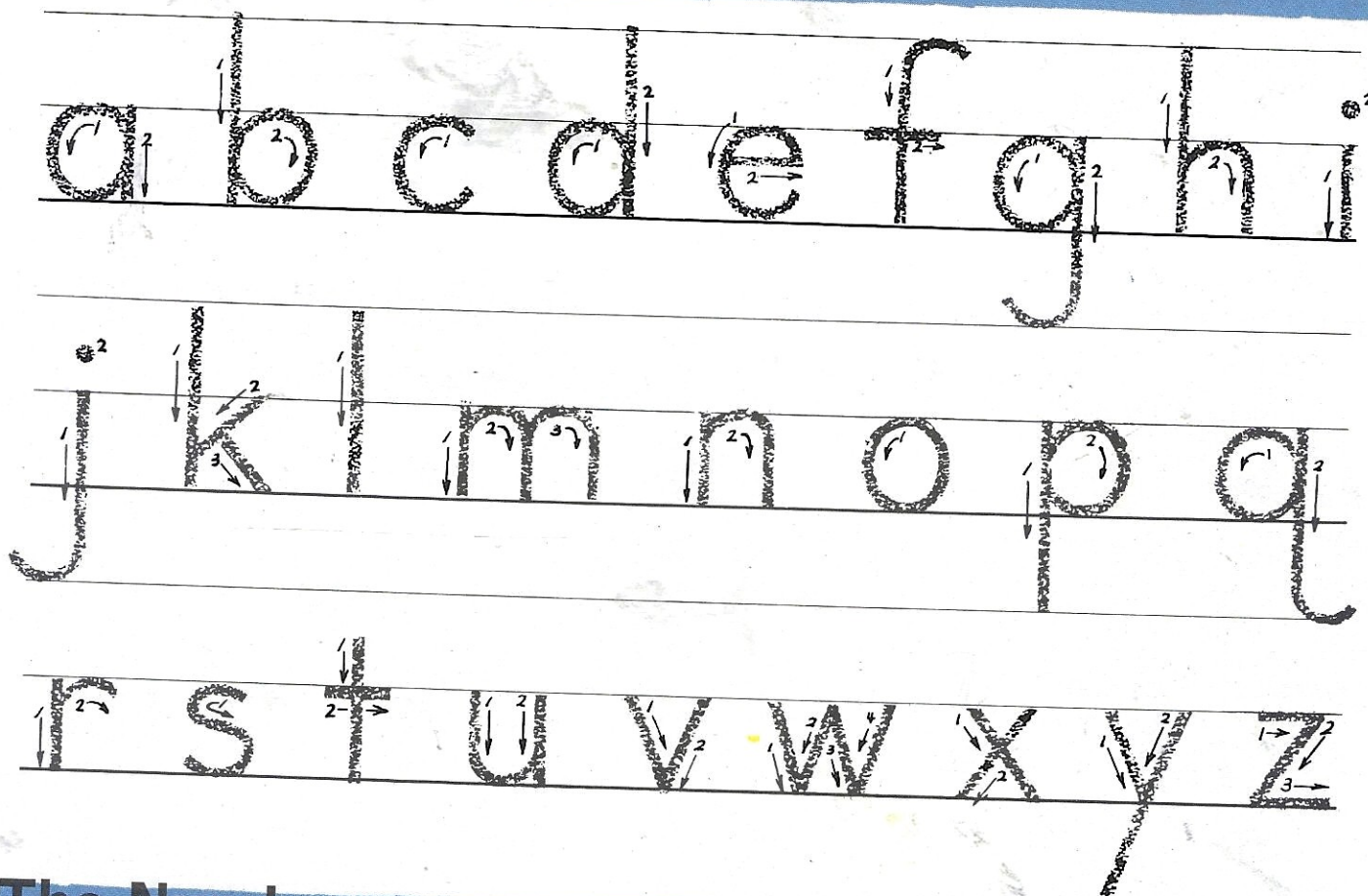
C

S

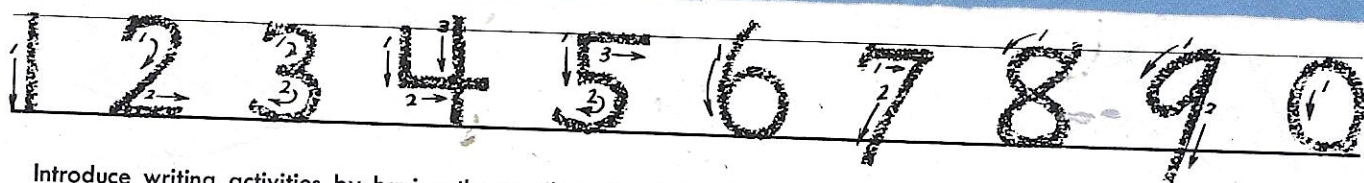
r

W

The Little Alphabet

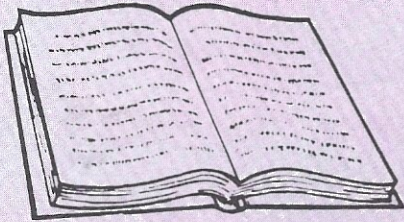


The Numbers



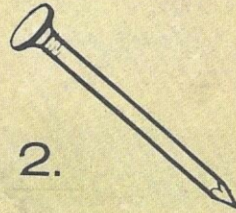
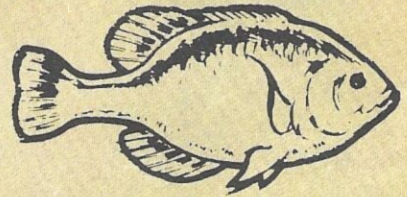
Introduce writing activities by having the pupils write at the chalkboard. They should stand about a half-arm length from the board and write lower-case letters about 2½ inches high. Demonstrate where each letter begins and the direction of each stroke. When pupils write at their desks, check the position of their papers (squared with the desk), the pencil (pointing over the right shoulder), and their posture (sitting straight, feet flat on the floor).





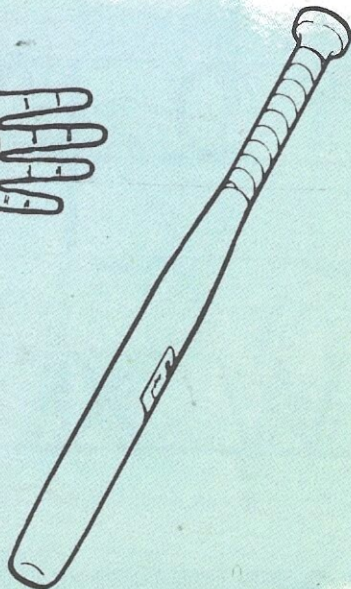
1.

yes no



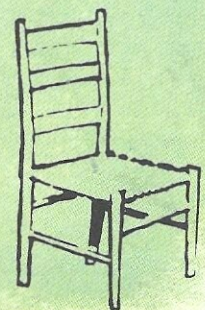
2.

yes no



3.

yes no



4.

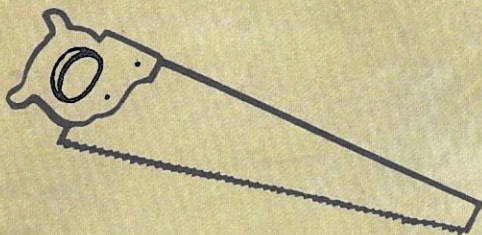
yes no



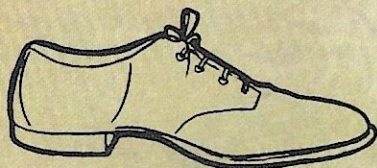
Learning to detect rhyming words is a standard device to develop auditory acuity. Some pupils will not immediately be able to distinguish rhymes and will need special preparation. Begin by pointing out that some words rhyme and some do not. Give illustrations first from familiar nursery rhymes and then from other pairs of words which show rhyme and lack of rhyme.

Do the words rhyme?

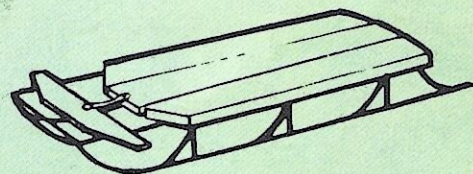
3



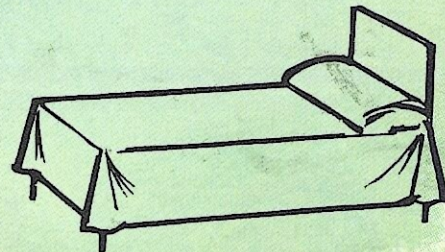
1.



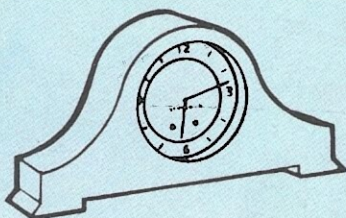
yes no



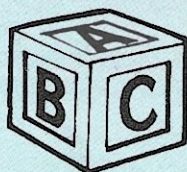
2.



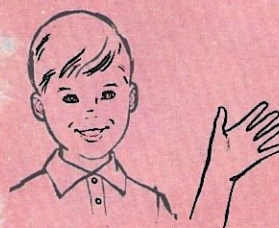
yes no



3.



yes no

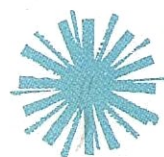


4.



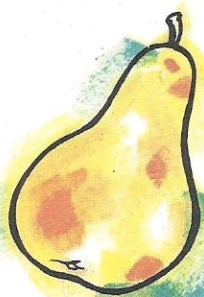
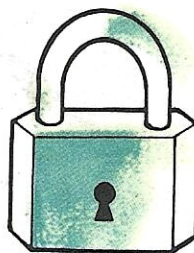
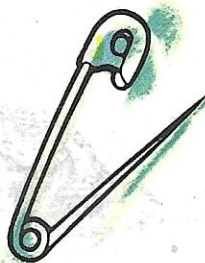
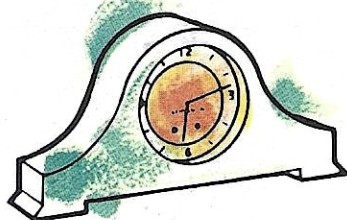
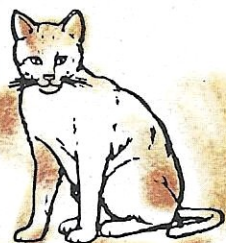
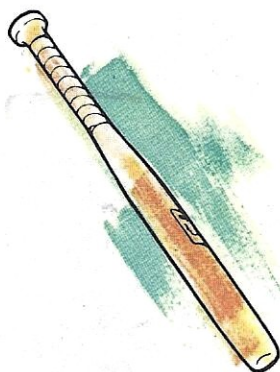
yes no

When pupils understand and can identify a rhyme, have them name the pictures above and tell whether the picture pairs rhyme or not. Have pupils respond with **yes** or **no**. Point out the words **yes** and **no** under the pictures. Be sure that all children can recognize these words. Instruct pupils to circle the right words. Check the work before pupils do page 4 independently.



4

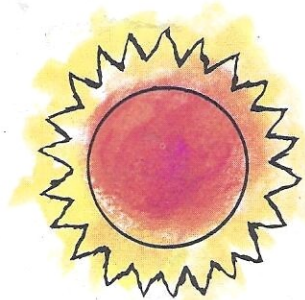
Which words rhyme?



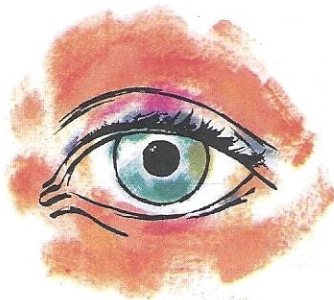
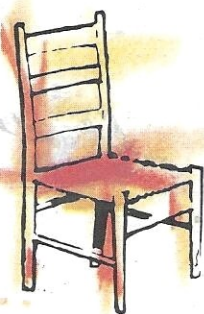
These pages continue practice in hearing rhymes. Ask pupils to find the bat picture which begins row 1. Have them say **bat-cat**, **bat-hat**, **bat-dog**, and tell whether they rhyme or not. When children respond that **dog** does not rhyme with **bat**, have them cross out **dog** with pencil or crayon. When all pupils understand how to find the rhymes, permit them to continue independently.

Which words rhyme?

5

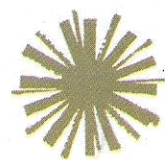


1



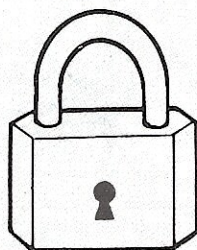
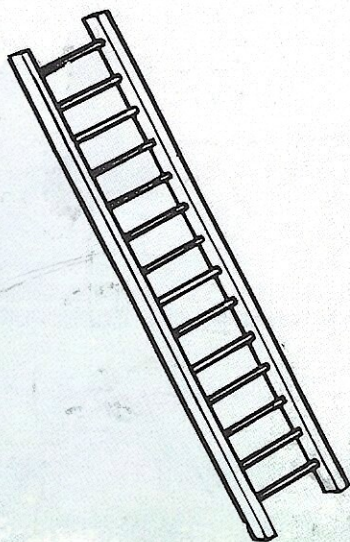
After pupils have completed each page, inspect the finished work to be sure that it is done correctly. If several pupils make mistakes, form a small group for additional practice.

Teachers should be alert for slovenly pronunciation. Insist upon clear and precise enunciation by pupils at all times.

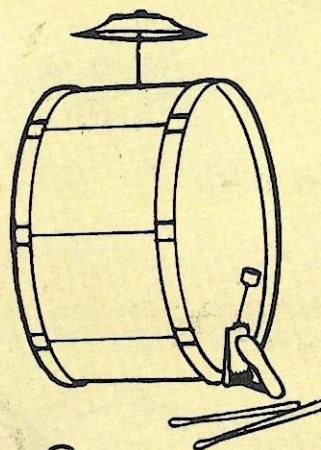


6

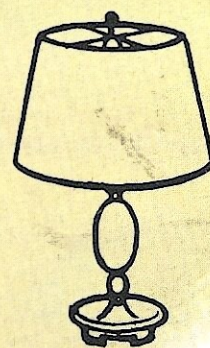
Do they start the same?



yes no



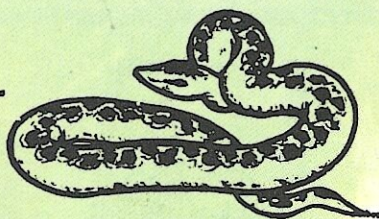
2.



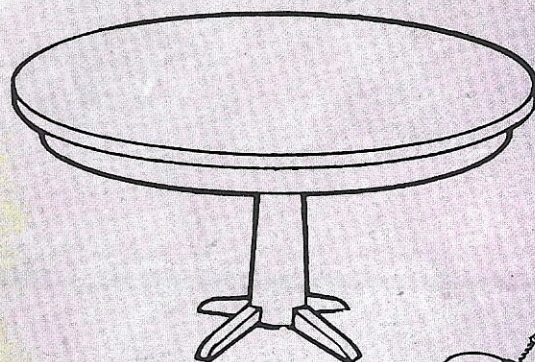
yes no



3.



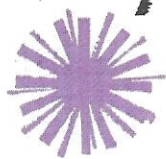
yes no



4.



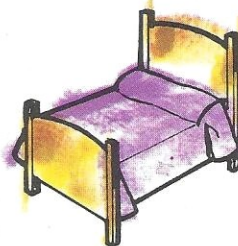
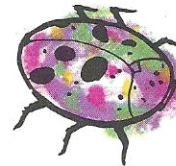
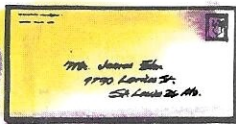
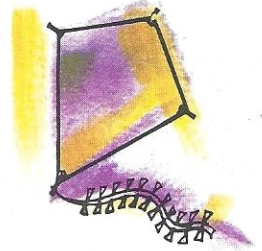
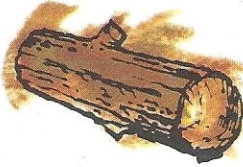
yes no



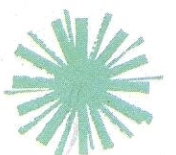
Before pupils can make use of beginning consonants, they must learn to hear whether words begin with the same or different consonant sounds. To begin, give examples like **go-get**, **run-hit**, and **take-tan**. Have pupils respond **yes** if the word pairs begin with the same sound and **no** if they do not. When pupils hear the beginning sounds with some certainty, let them do this page as they did pages 2 and 3.

Do they start the same?

7

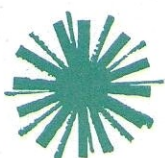
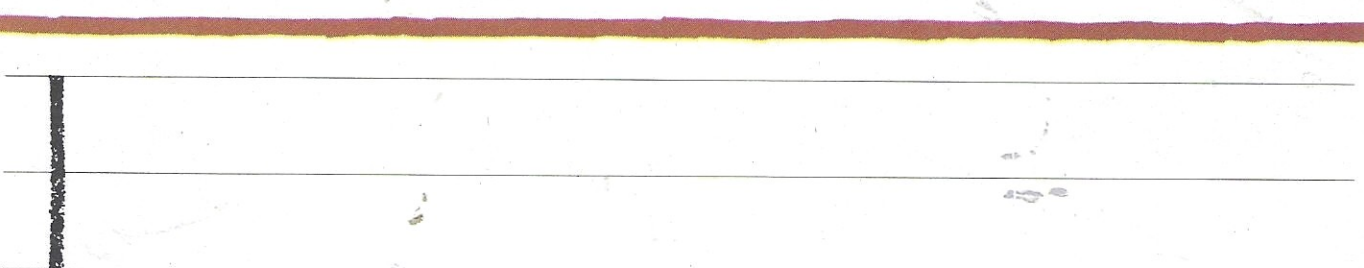
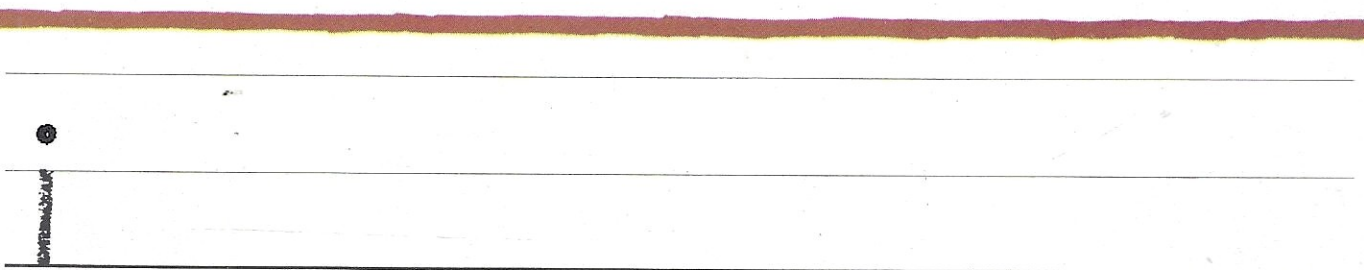
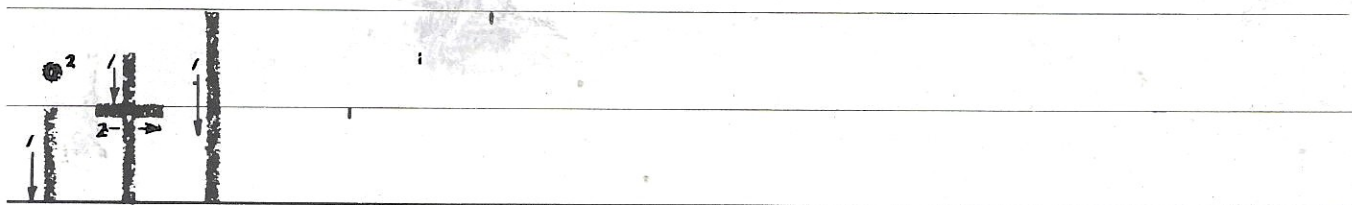
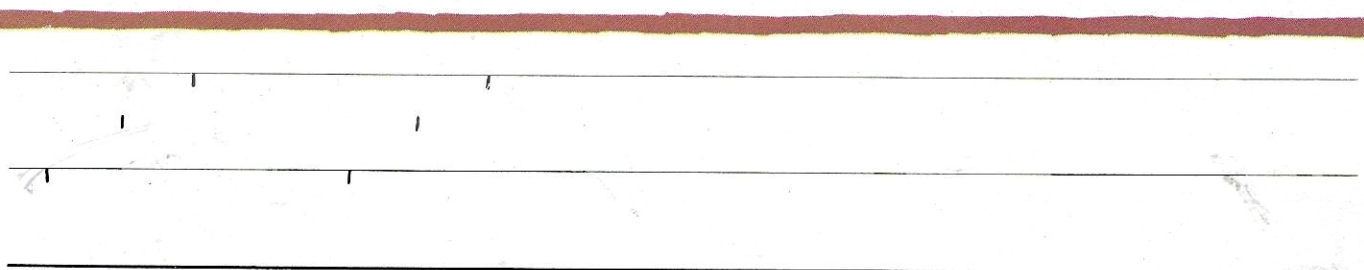
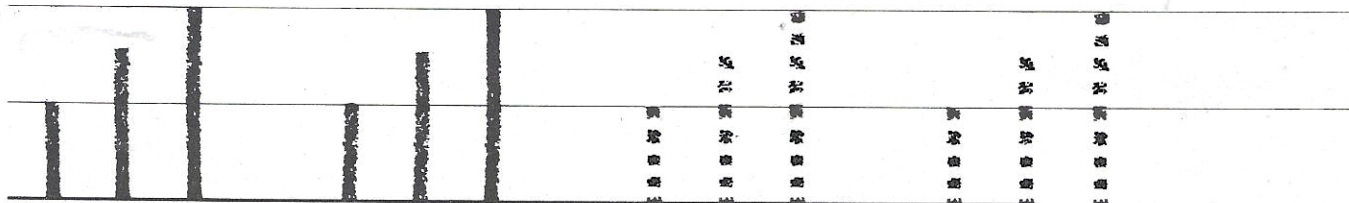


Introduce the book work by putting one or two examples on the board. Explain that some of the pictured words in each row begin with the same sound as the first one, but some do not. Have children put crosses on the pictures whose names do not begin with the same starting letters as the first ones. This begins practice in hearing the "l" and "t" beginning sounds. The writing of i, t, and l is begun on the next page.



8

Make the stick letters.



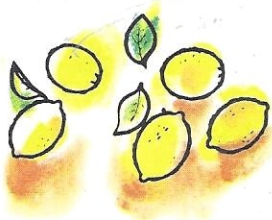
This page introduces the easiest of the letter forms, the "stick" letters i, t, and l. Demonstrate how the vertical lines at the top of the page show the sizes of the letters. After tracing the dotted models, pupils are to fill each line as indicated. Discuss proper spacing and check to see that it is maintained. Pupils should learn the names of the letters as they learn to write them.

Which start like



?

Write the letter I in the box.

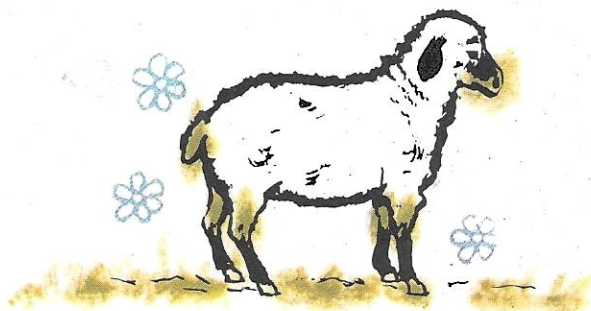


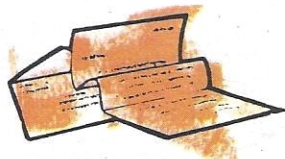


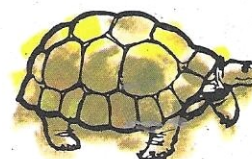












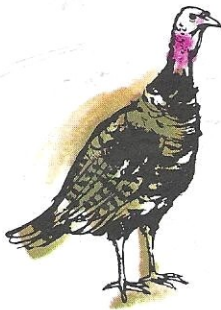
Identify the "I" sound and associate it with the letter I. Explain that we write an I to start **lamp** and all words that begin like **lamp**. Pupils are to write the letter I beside each picture that begins with the same sound as **lamp**.



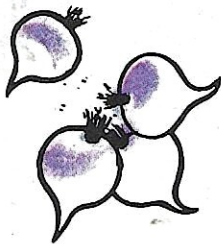
Which start like

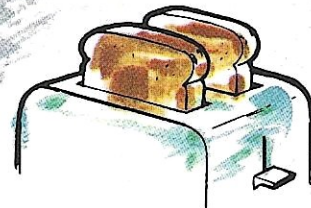


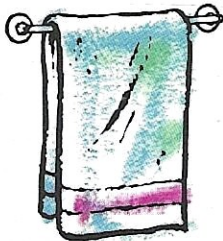
?

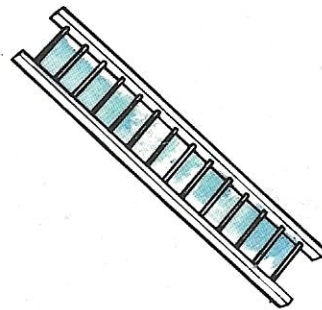




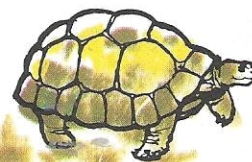


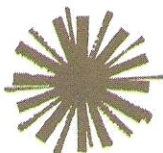












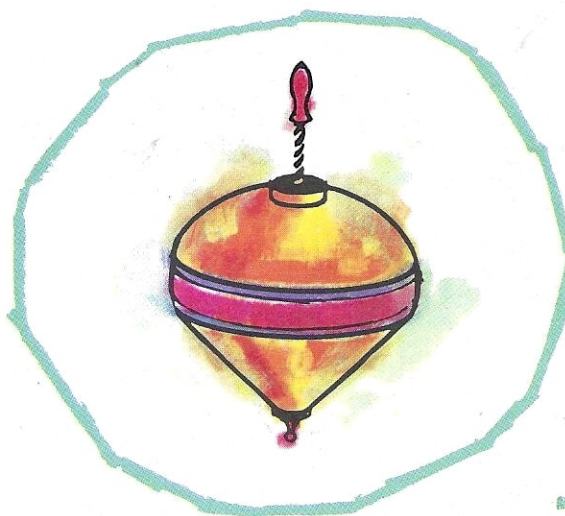
Identify the "t" sound and associate it with the letter t. Explain that we write a **t** to start **top** and all words that begin like **top**. Pupils are to write the letter **t** beside each picture that begins with the same sound as **top**.

How do the words start?

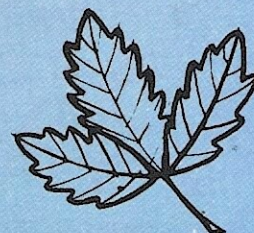
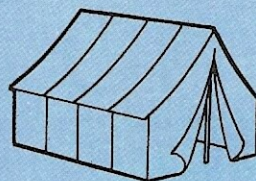
11



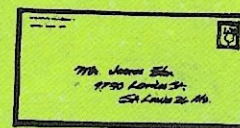
starts with



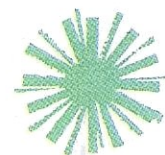
starts with



10

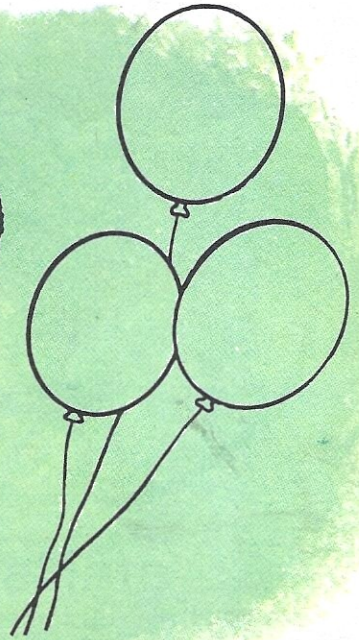
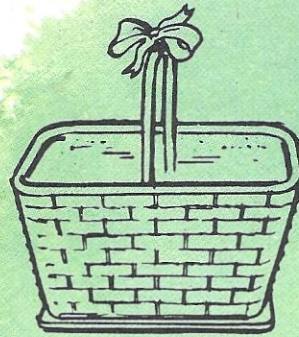


Review page 7 quickly to impress pupils that they have learned to hear whether beginning sounds are the same or different. Point out the key words **lamp** and **top**. Pronounce them carefully, emphasizing but not distorting the beginning sounds. Use oral examples and board work until pupils can proceed alone to write the starting letter of each picture word.





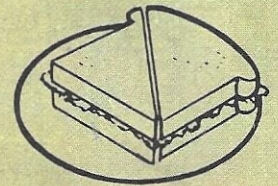
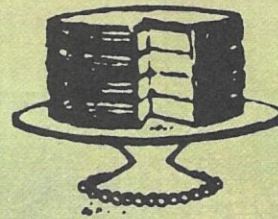
yes no



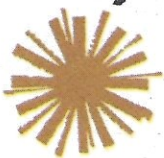
yes no



yes no



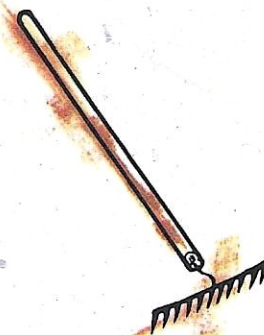
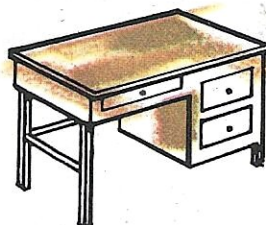
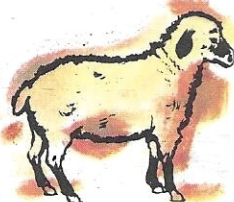
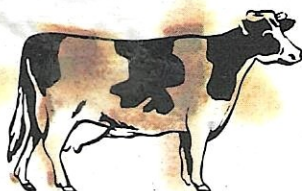
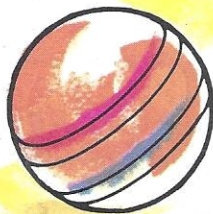
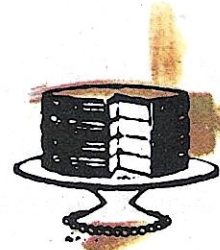
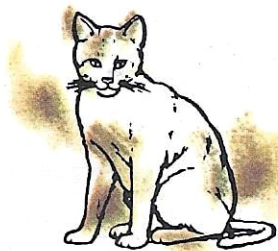
yes no



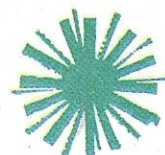
As pages 6 and 7 prepared pupils for the stick letters, this page and the next give practice in hearing the "b," "d," and "k" (c spelling) sounds before "round" and "tall" letters are introduced. Give as many examples as necessary to prepare pupils: **car-can**, **could-run**, **beat-back**, **bone-dog**, etc. When they can respond correctly with some confidence, let them circle **yes** or **no** as before.

Which start the same?

13



This page extends the practice in hearing the "b," "d," and "k" (c spelling) beginning sounds. As before, the picture word which does not begin like the first one is to be crossed out. Let pupils find out for themselves that only one of the three does not begin like that in the first column. It is good insurance to check on picture identification before pupils begin.



o o o o o o

d d d d d d

c c c c c c

e e e e e e

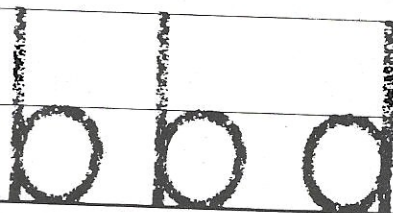
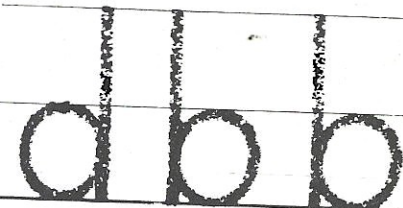
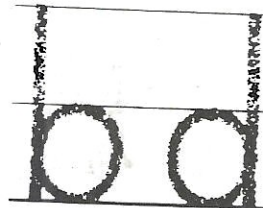
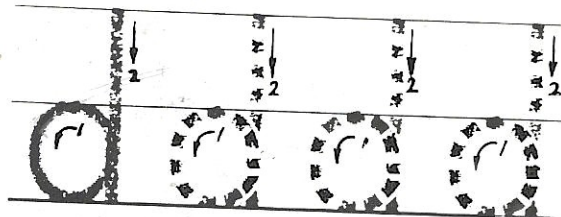
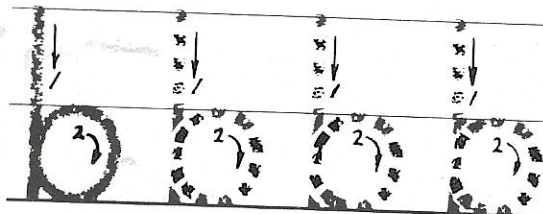
o d c e



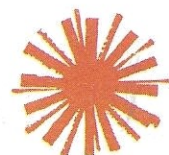
The round letters, although all except **c** are vowels, are introduced here because they are similar to the circular parts of the **b** and **d** on page 15. The teacher's writing should serve as a model in letter formation, size, line quality, slant, spacing, and alignment. Call pupils' attention to the arrows and numbers which indicate direction and sequence of the strokes.

Make the tall letters.

15



Let pupils move on to this page when they have reasonable control over the round letters. Inspect the work of pupils as they write and make corrections before bad writing habits are formed. Be sure pupils make the vertical stroke first for the **b**, but the circular stroke first for the **d**. Watch for reversal tendencies. The **b**, **d**, **p**, and **q** are commonly confused by young children.



Which start like



?

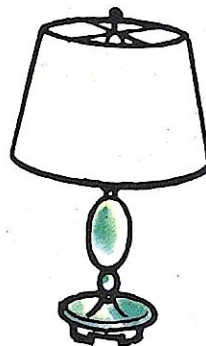
C



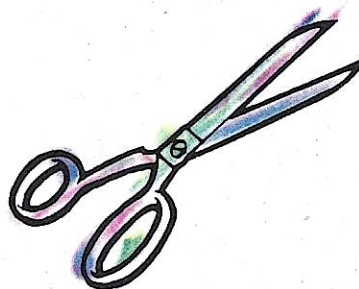










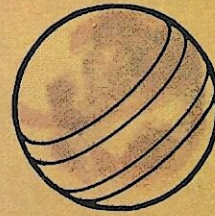






Identify the "c" sound and associate it with the letter **c**. Explain that we write a **c** to start **cat** and other words that begin like **cat**. Pupils are to write the letter **c** beside each picture that begins with the same sound as **cat**.

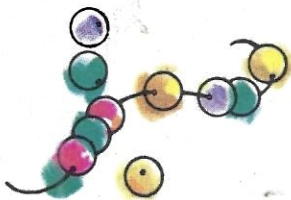
Which start like



?









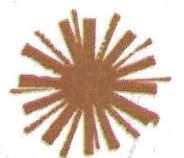








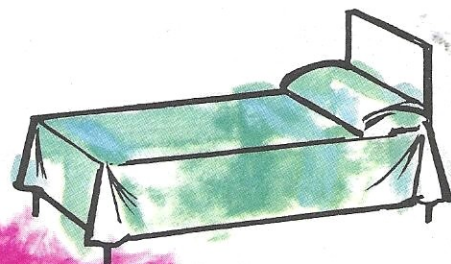
Identify the "b" sound and associate it with the letter **b**. Explain that we write a **b** to start **ball** and other words that begin like **ball**. Pupils are to write the letter **b** beside each picture that begins with the same sound as **ball**.



Which start like

?





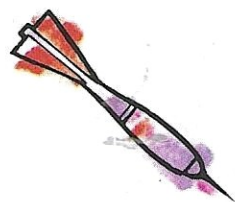


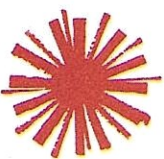












Identify the "d" sound and associate it with the letter **d**. Explain that we write a **d** to start **dog** and the other words that begin like **dog**. Pupils are to write the letter **d** beside each picture that begins with the same sound as **dog**.

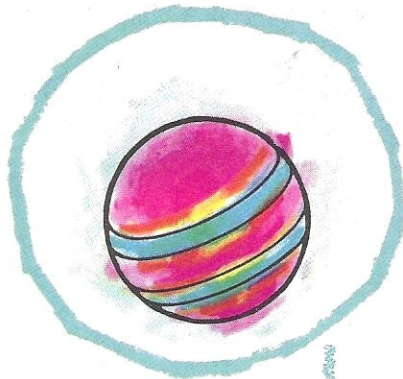
How do the words start?

19



starts with

c



starts with

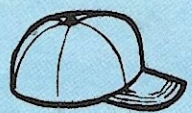
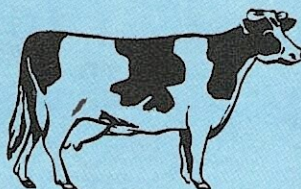
b



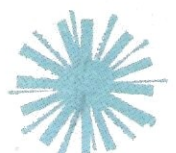
starts with

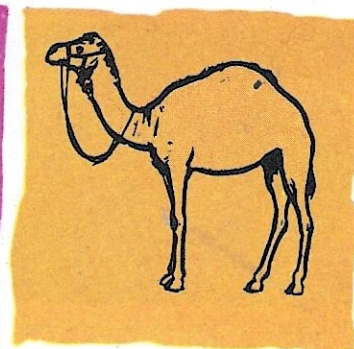
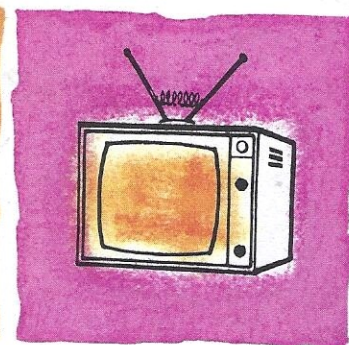
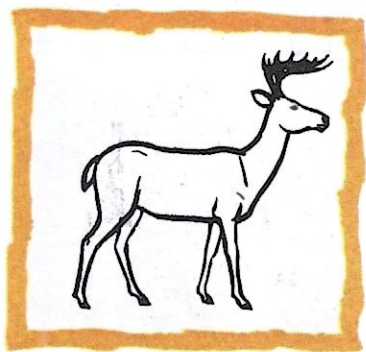
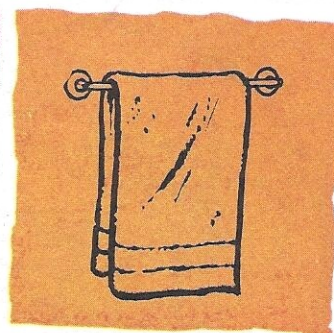
d





As for page 11, center attention on the key words **cat**, **ball**, and **dog**. Point out the starting letter for each and stress again that words which begin with these sounds will start with the same beginning letters. (The "k" sound and k spelling are introduced with the next group of letters.) Demonstrate, as before, with oral examples to which pupils write answers on the board before they work the page.

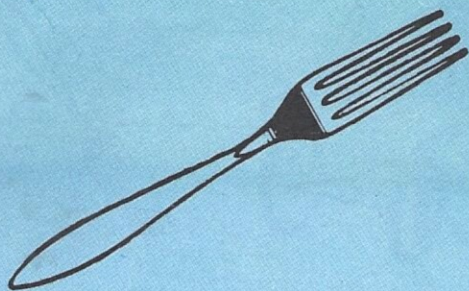




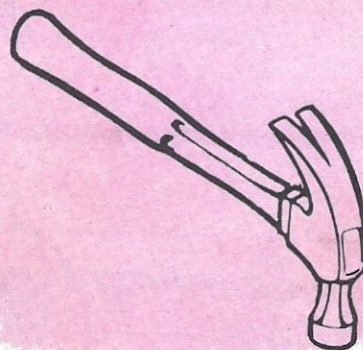
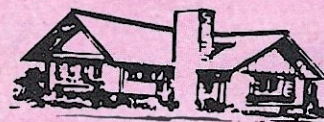
As the learning of **t** and **l** was applied by writing the beginning consonants for the picture words on page 11, pages 19 and 20 coordinate pupils' hearing knowledge of beginning consonants with the writing of the letter forms for **c**, **b**, and **d** and review **t** and **l**. Inspect all finished work. Reteach — do not go on in the book — if there are too many errors. Lead pupils to associate the letters with the key words.

Do they start the same?

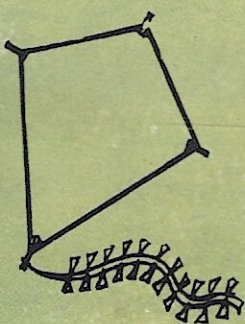
21



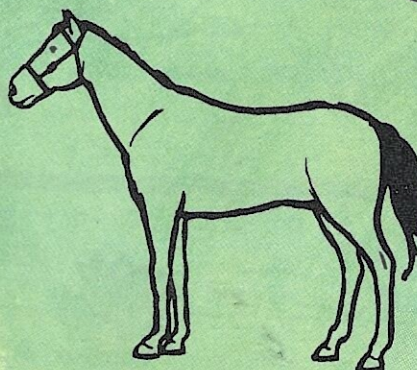
yes no



yes no



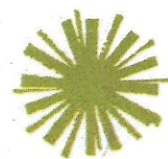
yes no

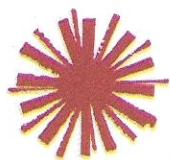
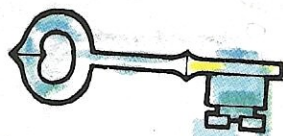
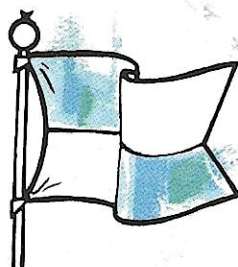
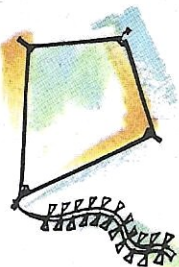
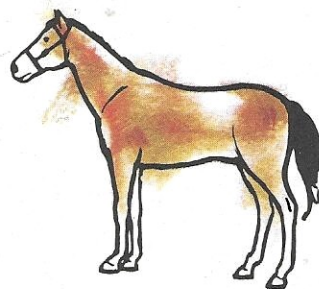
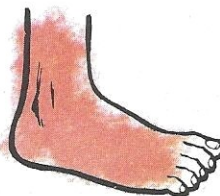
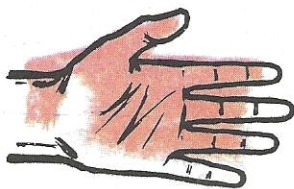
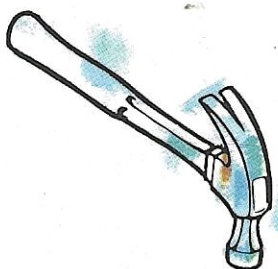
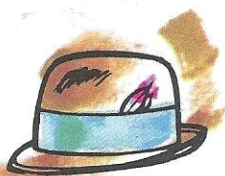
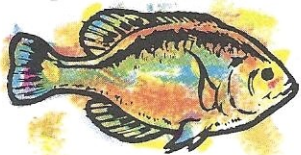


9

yes no

This is the last page which uses the **yes-no** form of introduction. Introduce the page by telling the pupils that there are other beginning sounds than those with which they are familiar. Have them identify word pairs which use **f**, **h**, and **k**: **fly-friend**, **from-have**, **help-hurry**, **kick-keep**, **hard-find**, etc. When the children begin to display confidence, let them work the page.

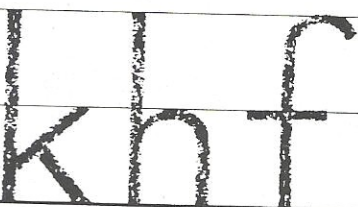
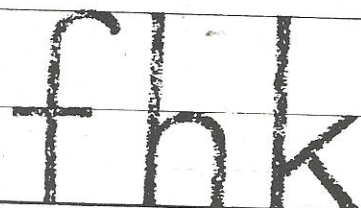
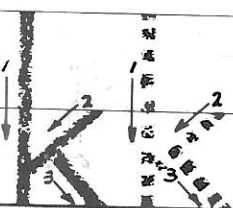
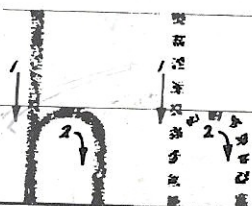




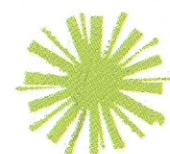
This page gives pupils practice in hearing and matching words beginning with the consonants **f**, **h**, and **k**. By now, pupils should be familiar with the exercise pattern on this page. As before, have them cross out the picture words which do not begin with the same sounds as the first words. Provide more oral practice if necessary. Be sure that all pupils interpret the pictures correctly.

Make more tall letters.

23



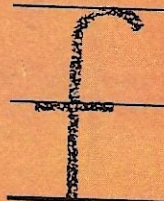
Demonstrate on the board the formation of **f**, **h**, and **k**. Call attention to the size of the letters and sequence of the strokes. Note that three strokes are needed to form the **k**. Inspect the writing and call attention to any errors which are being made. Note especially the spacing of the letters in the last lines, where the practice combines the different letters.



Which start like

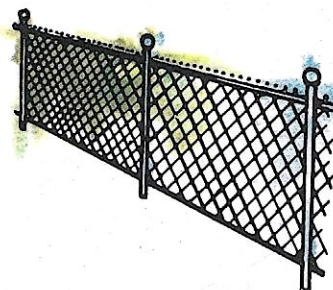


?







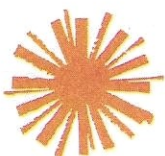






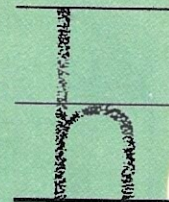


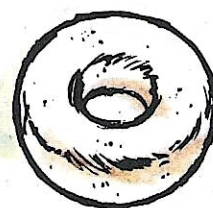


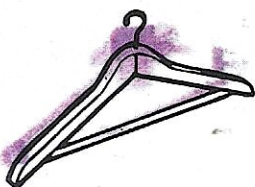


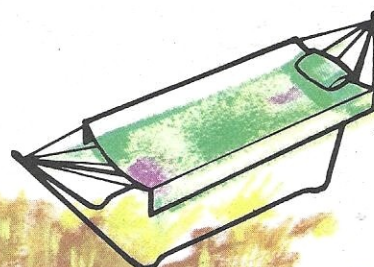
Identify the "f" sound and associate it with the letter **f**. Explain that we write an **f** to start **fish** and the other words that begin like **fish**. Pupils are to write the letter **f** beside each picture that begins with the same sound as **fish**.

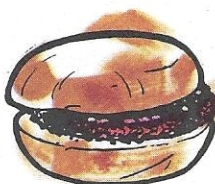
Which start like

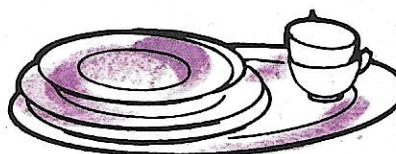










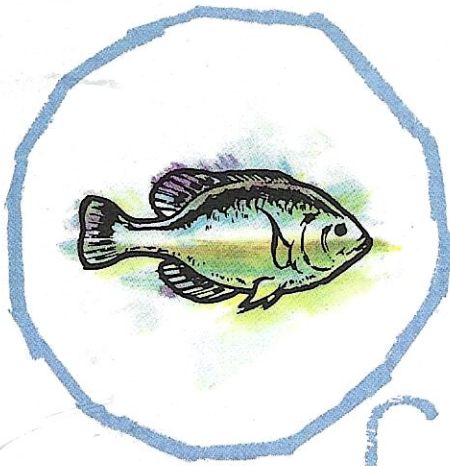






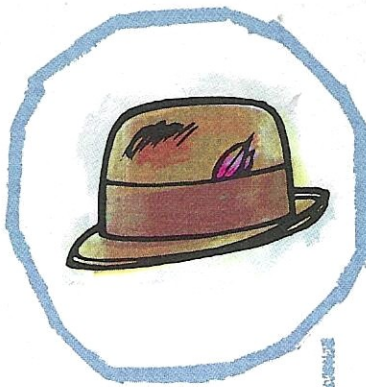
Identify the "h" sound and associate it with the letter **h**. Explain that we write an **h** to start **hat** and the other words that begin like **hat**. Pupils are to write the letter **h** beside each picture that begins with the same sound as **hat**.





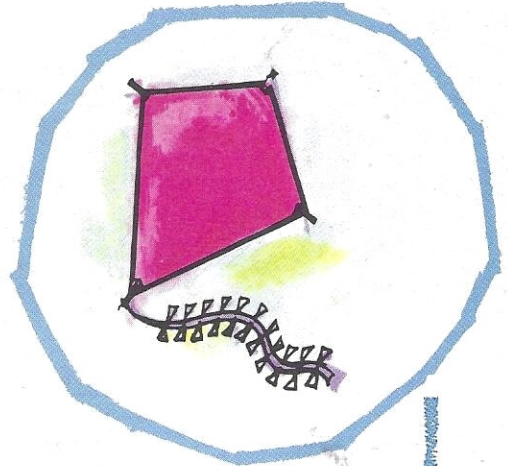
f

starts with



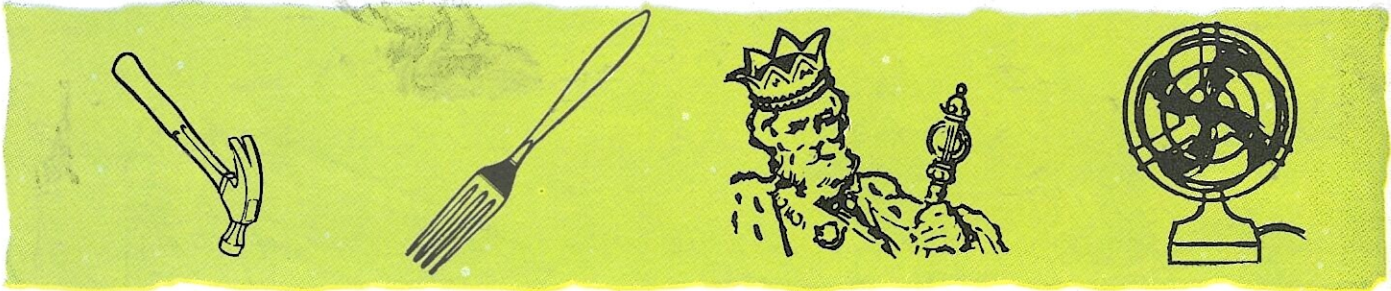
h

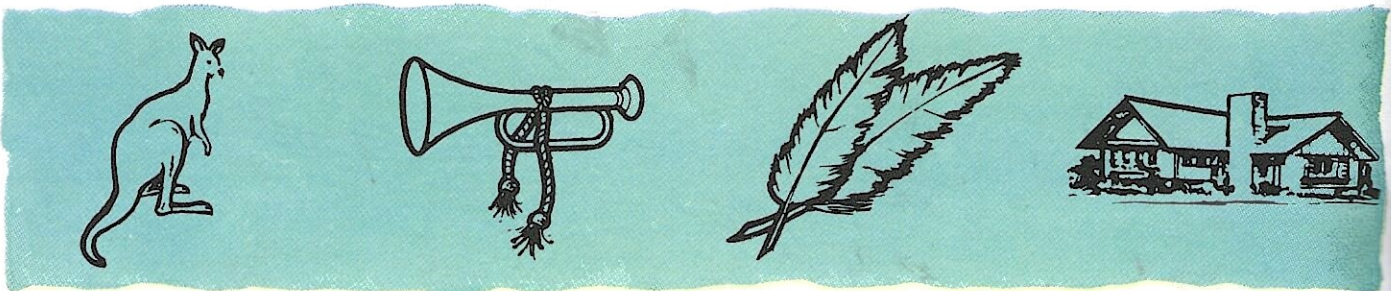
starts with

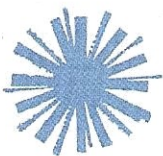


k

starts with



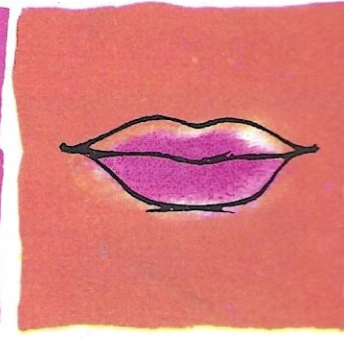
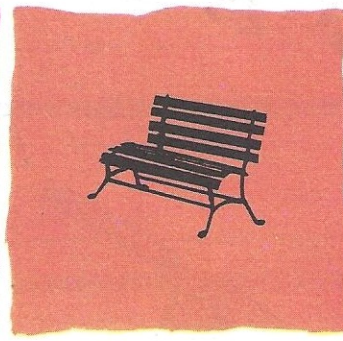
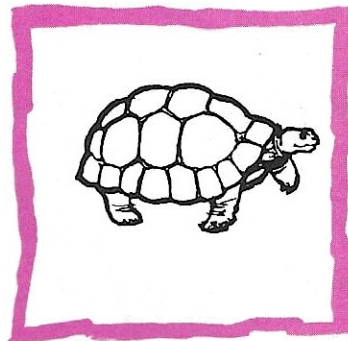
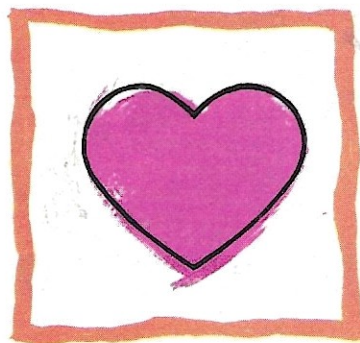
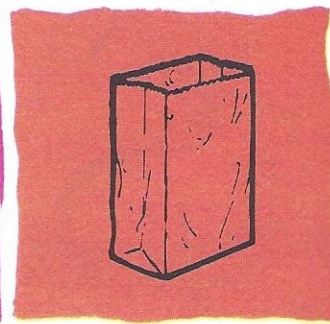
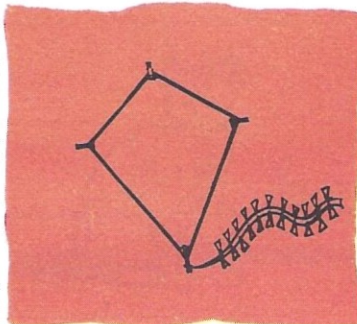
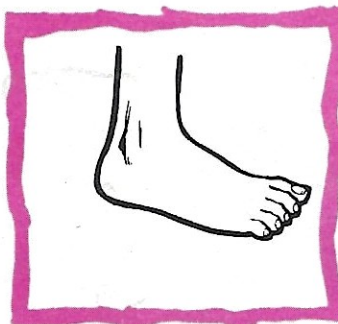




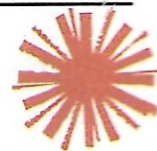
Review the key words **lamp**, **top**, **cat**, **ball**, and **dog**. Draw the pictures on the board and have the pupils supply the beginning consonants by writing under the pictures. Review the new key words **fish**, **hat**, and **kite**, and lead pupils to associate the **f**, **h**, and **k** with the pictures. Draw attention to the key words **cat** and **kite** and help pupils understand that both **c** and **k** spell the "k" sound.

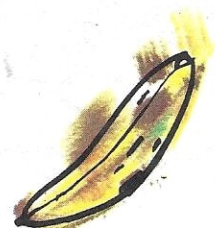
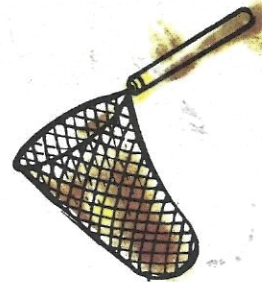
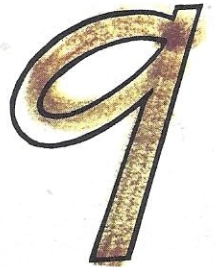
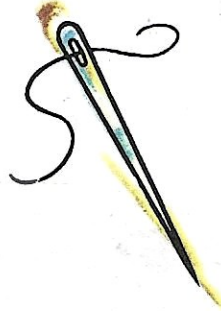
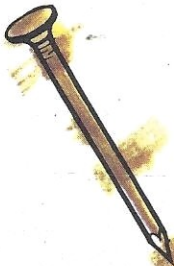
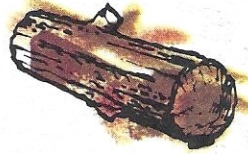
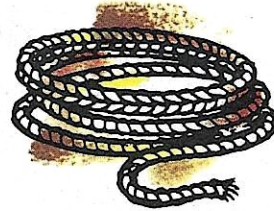
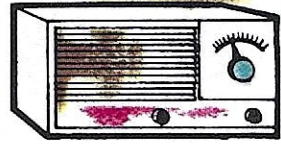
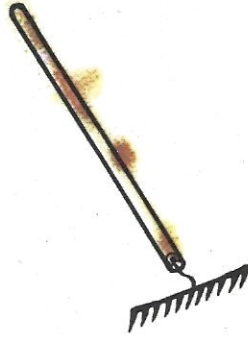
Write the starting letters.

27



Keep key word pictures on the board while pupils work pages 26 and 27. Let pupils refer to them as they fill in the required starting consonants. Note that the **l**, **b**, **d**, and **t** are reviewed. Go over the pictures to be sure that all pupils interpret them correctly.

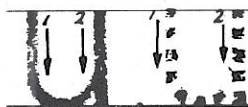
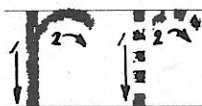




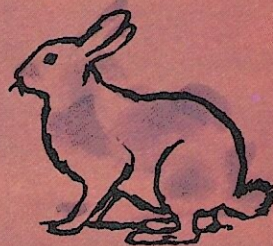
Dispensing now with the **yes-no** form of introduction, this page gives pupils practice in hearing and matching words beginning with the consonants **r** and **n**. Follow the same procedure as for pages 7, 19, and 22. Take all the time necessary for oral practice to insure confidence.

Make the hump letters.

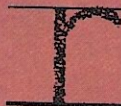
29



Which start like



?





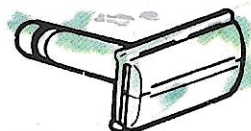


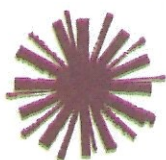








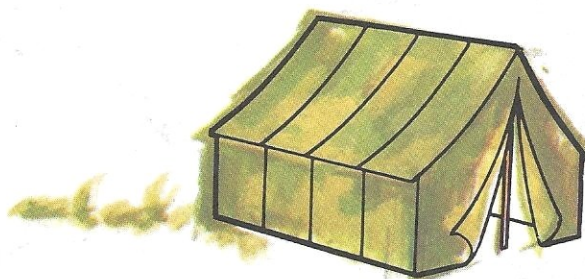




Identify the "r" sound and associate it with the letter r. Explain that we write an r to start **rabbit** and the other words that begin like **rabbit**. Pupils are to write the letter r beside each picture that begins with the same sound as **rabbit**.

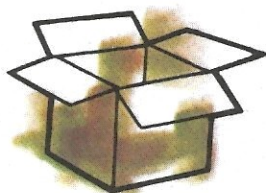
Which start like





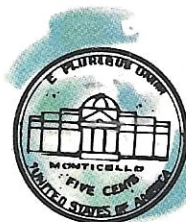






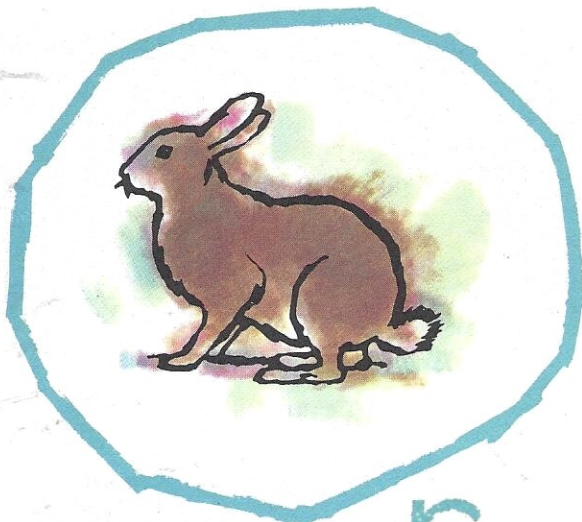


9



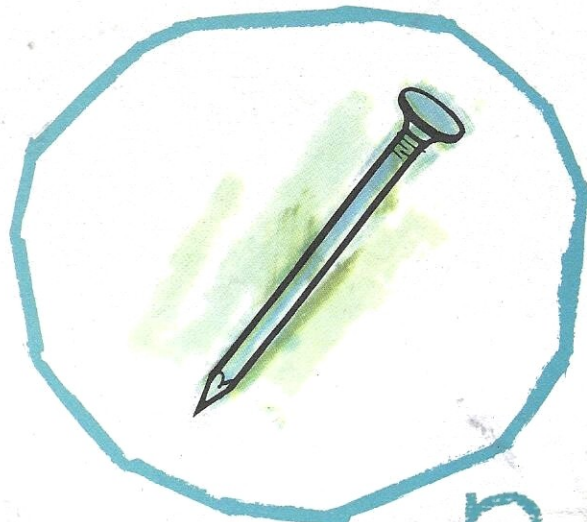
Identify the "n" sound and associate it with the letter **n**. Explain that we write an **n** to start **nail** and the other words that begin like **nail**. Pupils are to write the letter **n** beside each picture that begins with the same sound as **nail**.





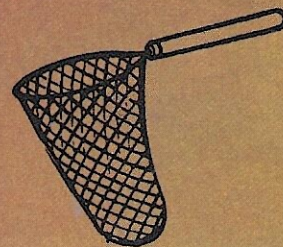
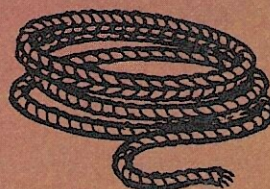
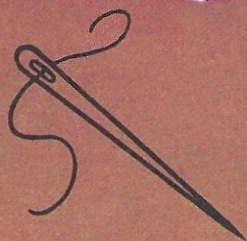
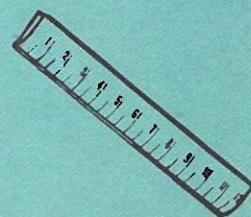
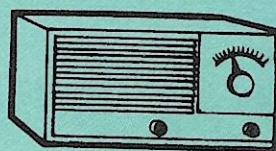
starts with

r



starts with

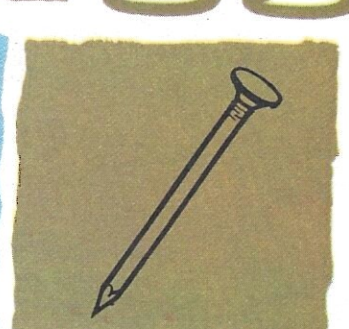
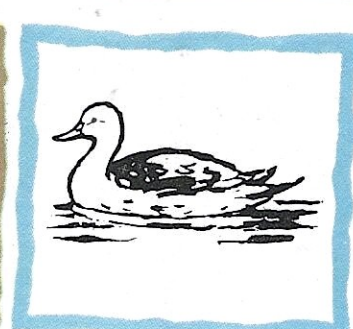
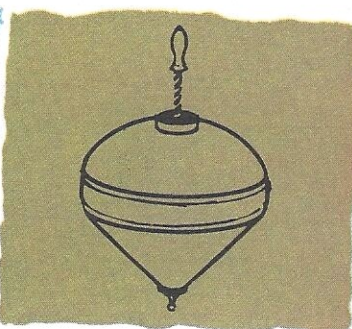
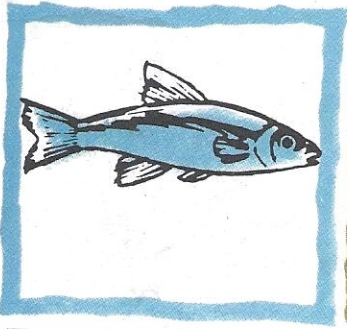
n

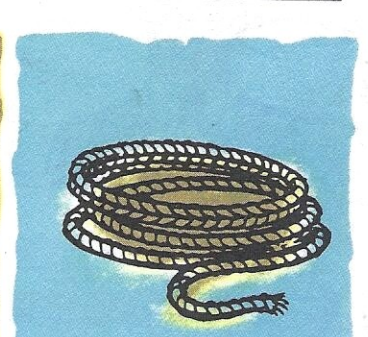


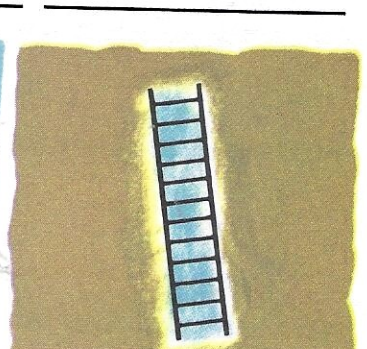
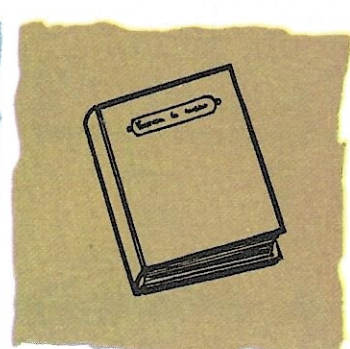
Review the key words previously presented: **lamp**, **top**, **cat**, **ball**, **fish**, **hat**, and **kite**. Review the new key words **rabbit** and **nail**. Use board drawings to help pupils associate the **r** with **rabbit**, and **n** with **nail**. Check on picture identification before pupils begin the page.

Write the starting letters.

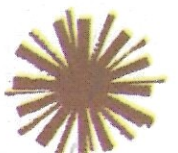
33

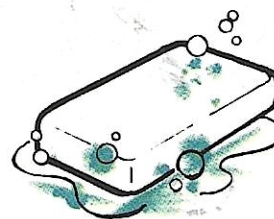
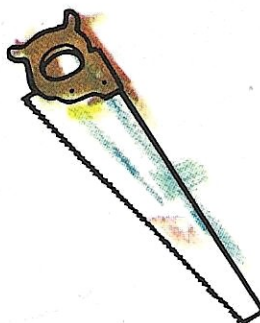
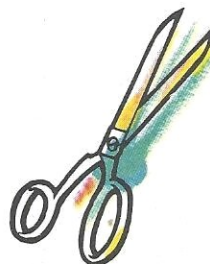
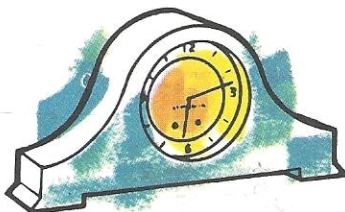
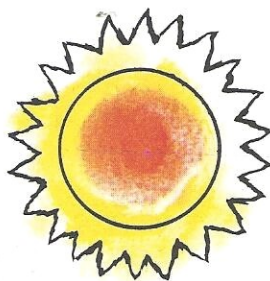






This page continues the practice with starting consonants **f**, **t**, **d**, **b**, and **h**. Check orally to be sure that pictures are properly identified. If, for instance, a pupil should think of the duck in the first row as merely **bird**, he would respond by writing **b** instead of **d** and so be marked wrong in spite of having properly identified the consonant he had in mind.





This page gives preliminary practice in hearing **m** and **s** words. Begin oral practice with examples **mat-ran**, **make-mop**, **soap-soon**, **silly-get**, **sand-hear**, **can-see**, and **now-men**. When pupils begin to respond with reasonable accuracy and confidence, let them proceed with the page. Check these introductory pages with particular care and reteach if necessary.

Make more small letters.

35

m m

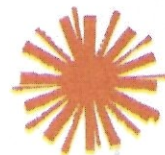
s s

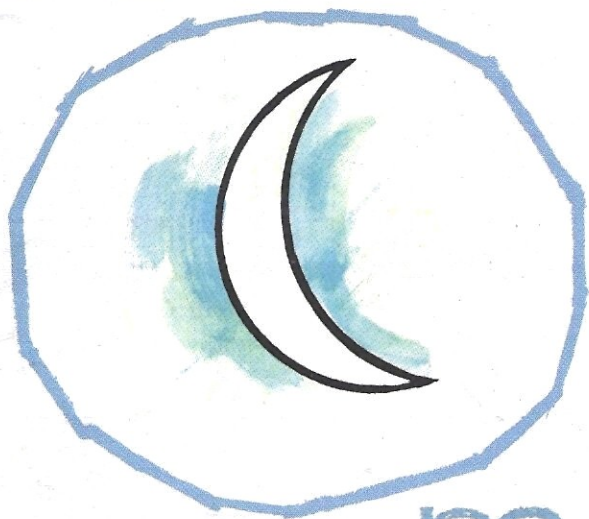
m s

s m

m m s

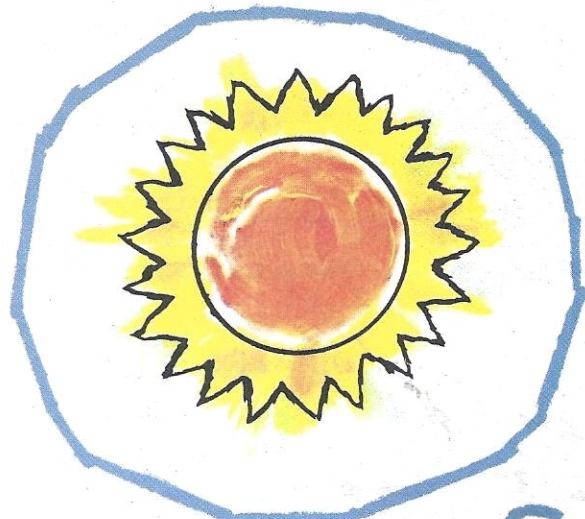
The letters **m** and **s** have repeated curved strokes in common. If you like, point out that the **m** has humps like a camel while the curves of the **s** resemble a snake. Demonstrate the formation and sequence of strokes with **m** and **s**. Note that the pencil should be lifted for each curved line of **m**. Emphasize spacing.





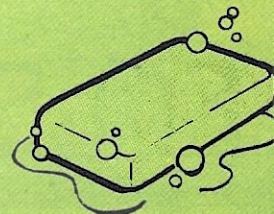
starts with

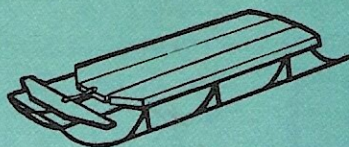
m



starts with

s



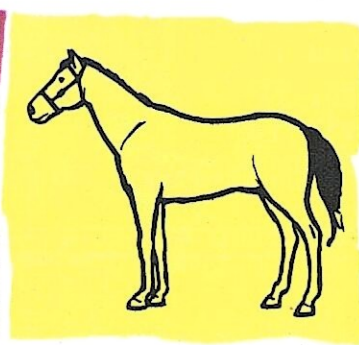
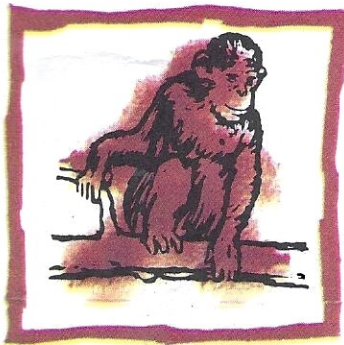


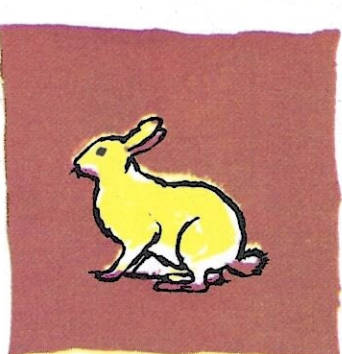
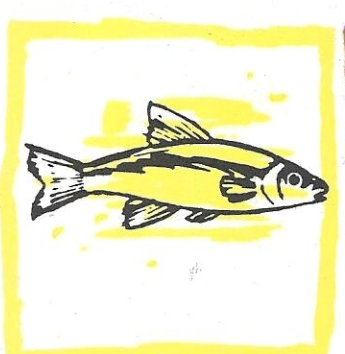
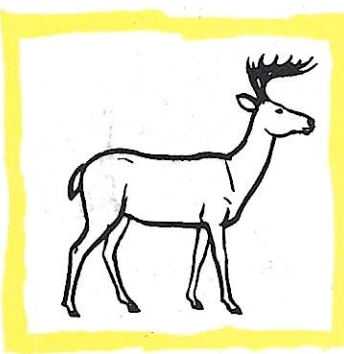


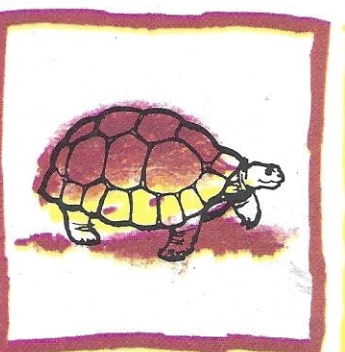
Review the key words previously introduced. Draw pictures on the board and have pupils supply beginning consonants (**lamp, top, cat, ball, dog, fish, hat, kite, rabbit, nail**). Proceed as usual in introducing the new key words **moon** and **sun**. Let pupils identify the pictures before they work the pa

Write the starting letters.

37

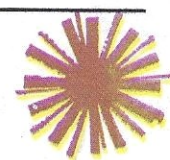


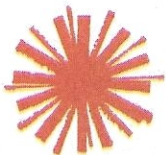
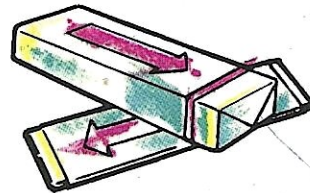
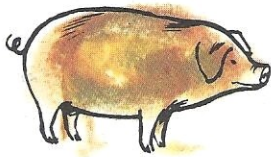




Along with providing more practice in recognizing the sounds and writing the letters **m** and **s**, this page reviews the consonants previously taught.

No word beginning with **k** is used on this page. **Cat** is the only word which begins with the "k" sound.

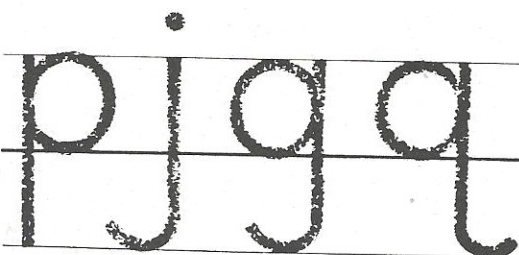
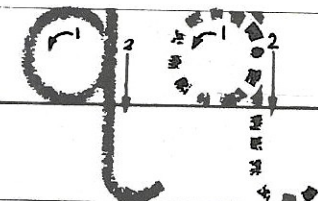
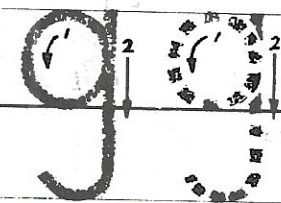
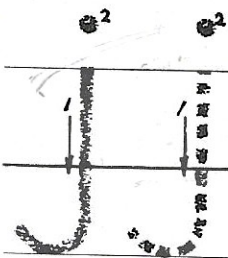
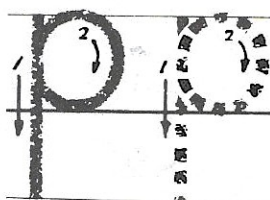




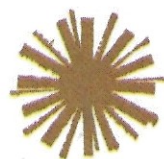
The exercise above gives practice in hearing the **p**, **j**, and **g** words. Follow the same procedure as for pages 7, 13, 22, 28, and 34. Check for proper identification of the pictures. Watch particularly to see that pupils identify the last picture for row 3 as **flower** and the second for row 4 as **garden**.

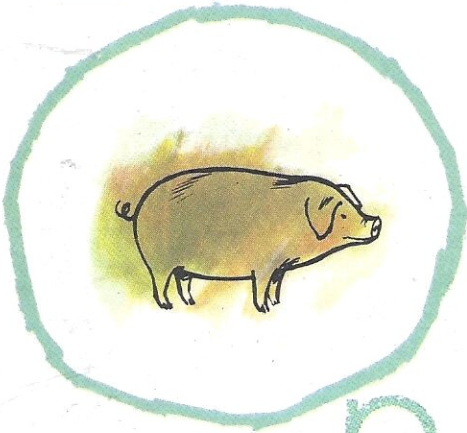
Make the tail letters.

39



Demonstrate the formation and sequence of strokes for making **p**, **j**, **g**, and **q**. The tail strokes extend a half space below the base line. Watch for reversals involving the **p**, **g**, and **q**. Caution pupils about the spacing of these letters.





starts with

p



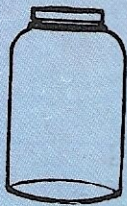
starts with

j

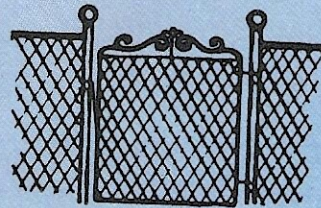


starts with

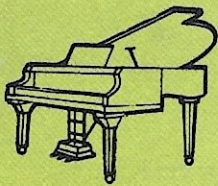
g







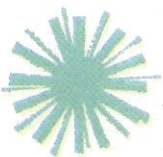








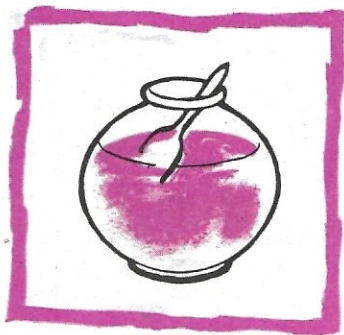


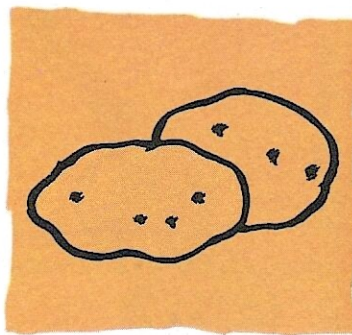


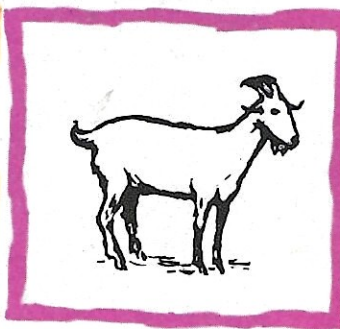
Review the familiar key words by having the pupils supply the beginning consonants for **lamp**, **top**, **cat**, **ball**, **dog**, **fish**, **hat**, **kite**, **rabbit**, **nail**, **moon**, and **sun**. Introduce the new key words **pig**, **jug**, and **girl** and proceed as usual.

Write the starting letters.

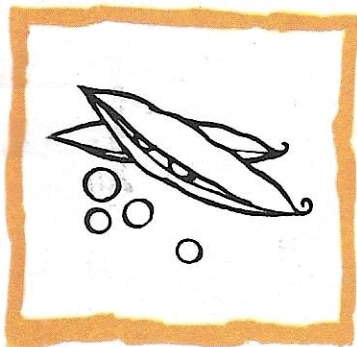
41



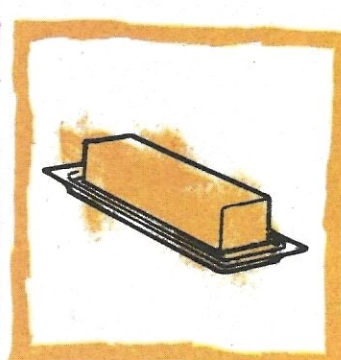


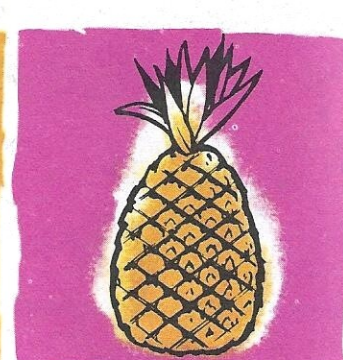


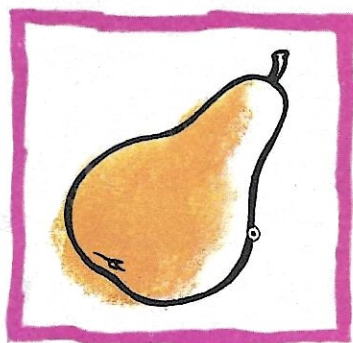


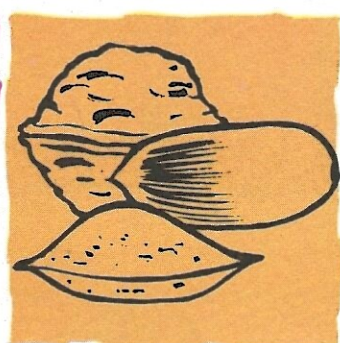




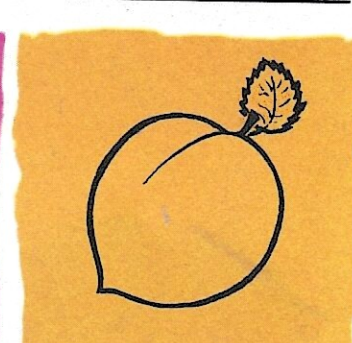




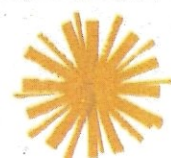


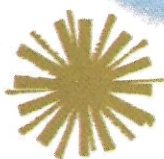
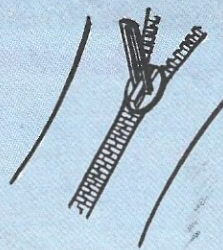
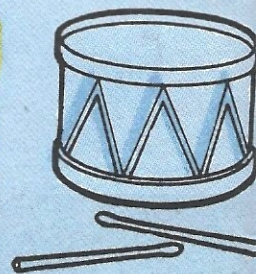
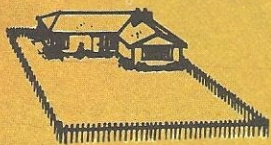
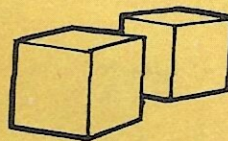
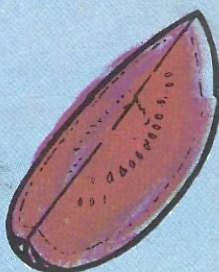
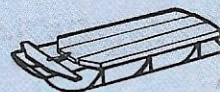
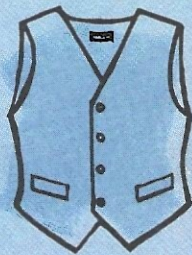






In this first-grade book, all of the words beginning with **g** have been selected to display only the hard **g** sound. The soft sound of **g** is represented only by words beginning with **j**.





This page gives preliminary practice in hearing **v**, **w**, **y**, and **z** words. Continue with the procedure established on page 7. Be sure that pupils are correctly identifying the pictures before they begin.

Make the slant letters.

43



Demonstrate the correct way to write **v**, **w**, **y**, **x**, and **z**. Have pupils note that the **v** requires two separate strokes; the **w**, four; the **y**, two; and the **z**, three. Check position of paper and pencil, and be sure pupils have proper writing posture.

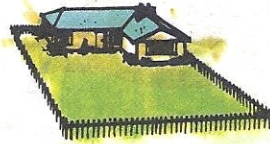




starts
with **V**



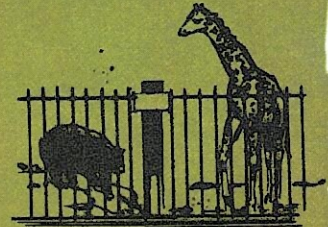
starts
with **W**

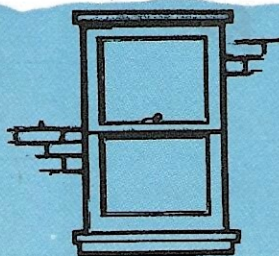


starts
with **Y**



starts
with **Z**



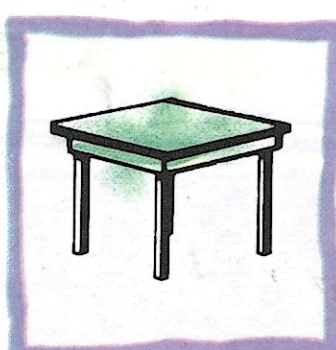
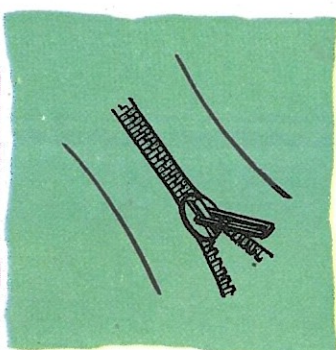
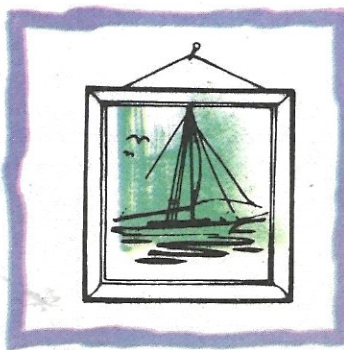
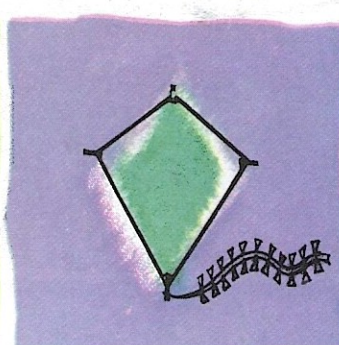
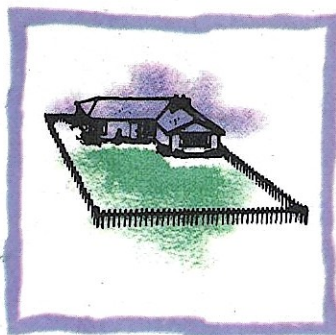




Review **lamp**, **top**, **cat**, **ball**, **dog**, **fish**, **hat**, **kite**, **rabbit**, **nail**, **moon**, **sun**, **pig**, **jug**, and **girl** as key words. Introduce the last of the key words: **vase**, **wagon**, **yard**, and **zebra**. Continue the established procedure for this page and the next.

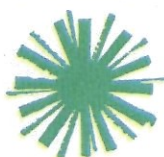
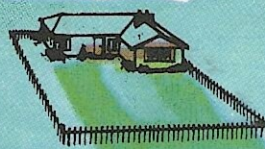
Write the starting letters.

45



The key words, now completely presented, will continue to be used frequently in the second- and third-grade spelling texts. It is advisable to spend as much time as is necessary to have pupils make these consonant-word associations. For additional practice, reverse the usual reviewing procedure. Write the consonants on the board and let the pupils supply the key words.

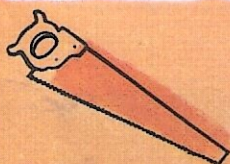
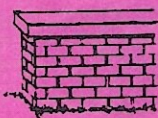




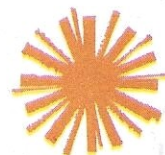
This page will serve as a test to find out whether pupils have been able to associate the beginning consonants with the key words. Before the pupils do the page, provide another review for the group working at the board. When success is insured, let the children fill in the blanks. An analysis of the pupils' responses will show what reteaching needs to be done.

Write the starting letters.

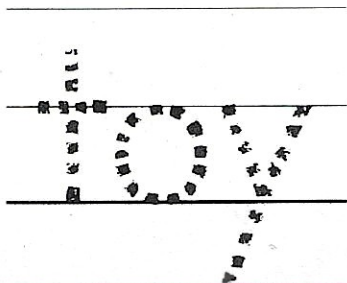
47



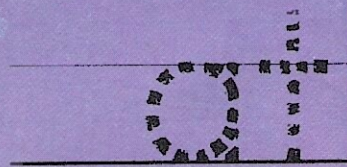
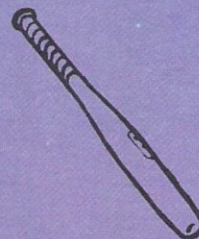
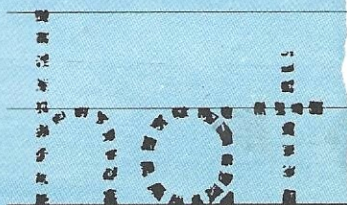
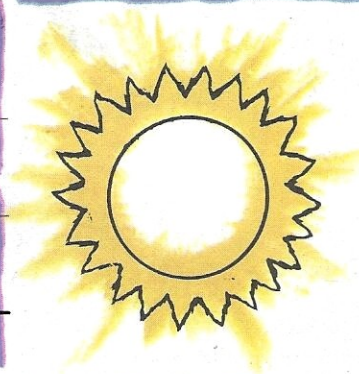
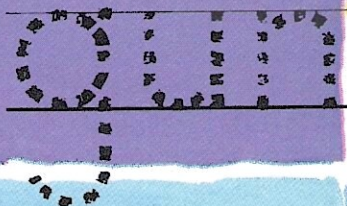
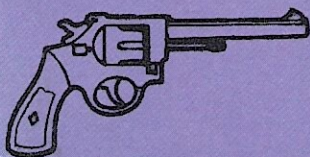
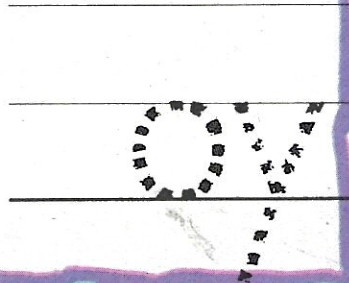
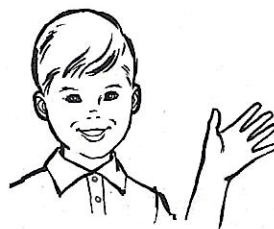
This page is planned to provide a test of the pupils' ability to apply their knowledge of consonant sounds to unfamiliar words. Pupils who can perform creditably with this exercise are well on their way to developing spelling power. Be sure that pupils interpret the pictures correctly before assigning the page. Call particular attention to **bowl**, **jumping-jack** (or **jack-in-the-box**), and **vegetables**. Picture identification should always precede independent work.



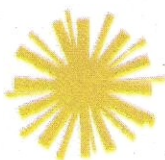
We spell



So we spell



Before introducing this page, review the opening pages 2-5, which gave auditory training in hearing rhyming words. Then give examples of rhyming words which are spelled the same except for the beginning consonant (*sit-hit, in-pin-tin-win*, etc.). Write the first spelling on the board and have pupils supply the starting letter for the rhyming words. Write the rhyming words in a column so pupils can see that these words have similar spellings. When the idea is established, let pupils begin.

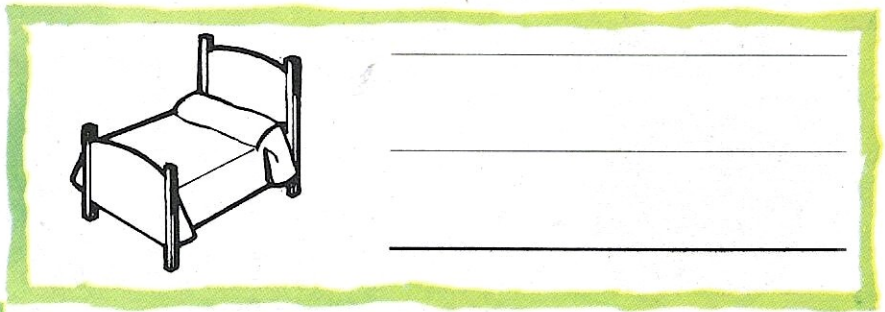
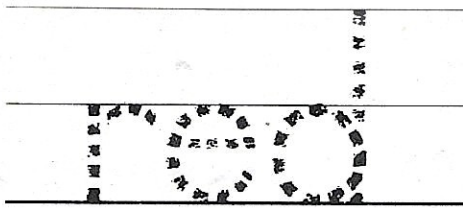


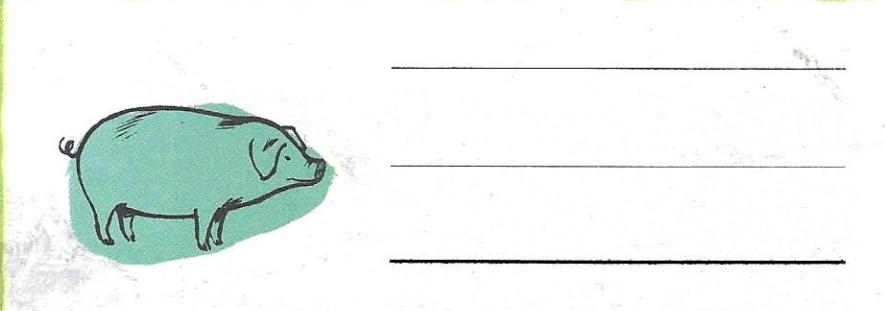
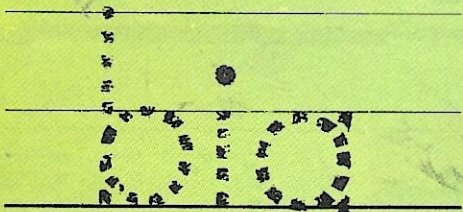
Spell the words that rhyme.

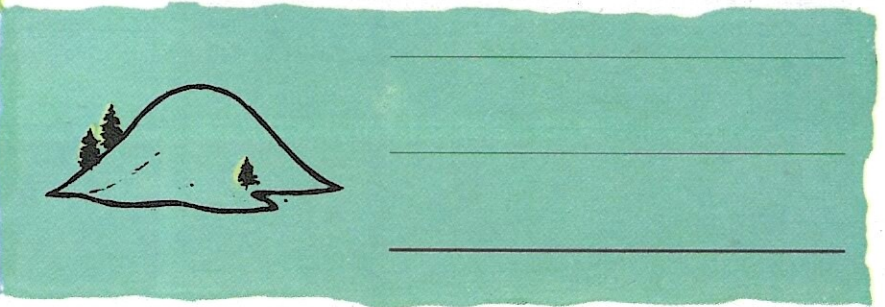
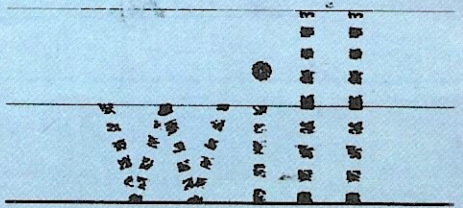
49

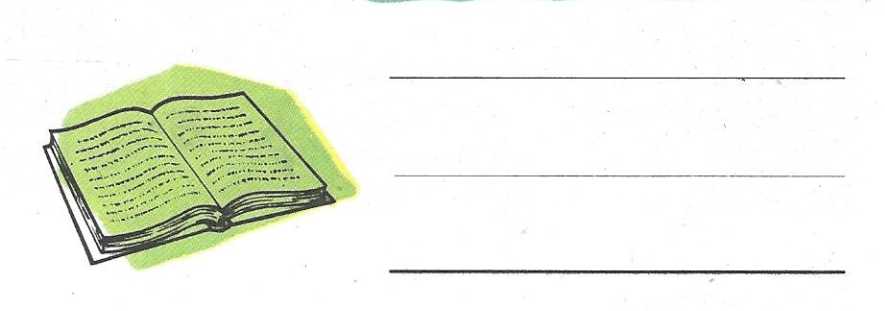
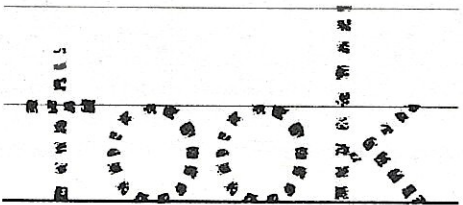
We spell

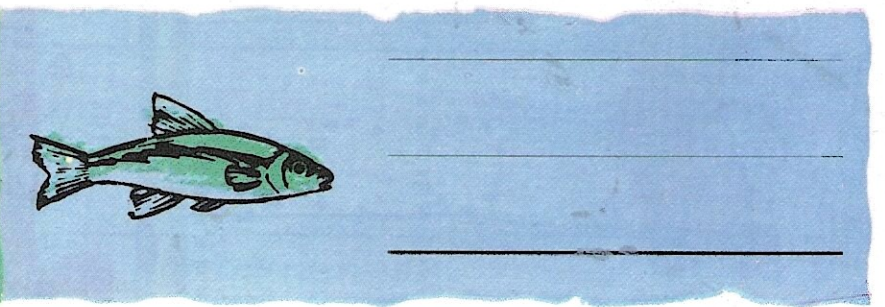
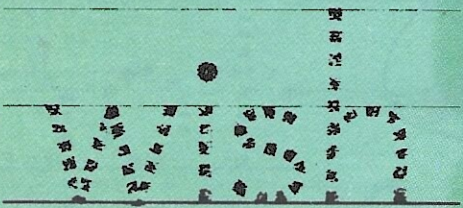
So we spell



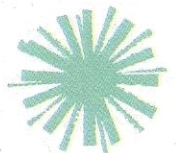


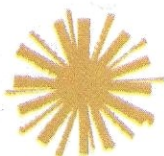
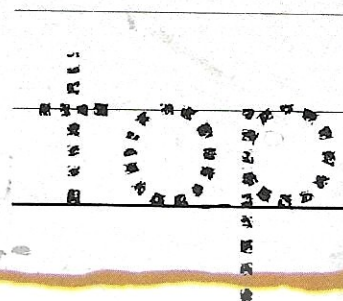
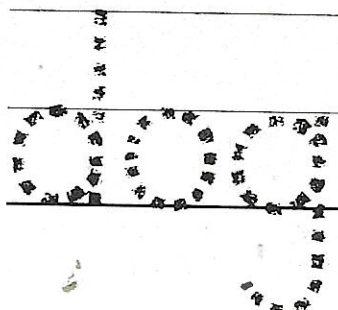
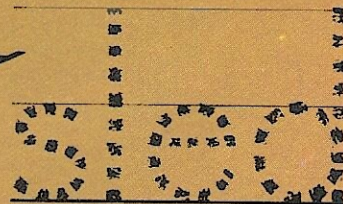
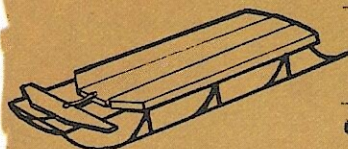
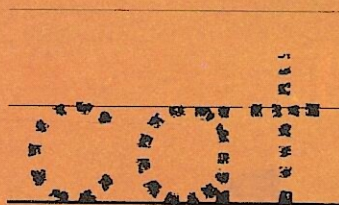
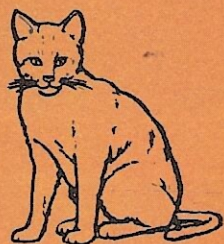
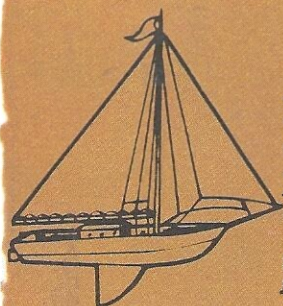
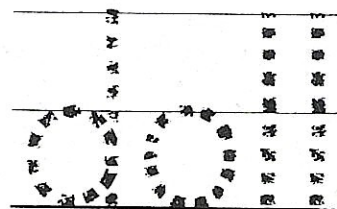
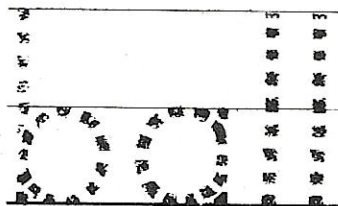
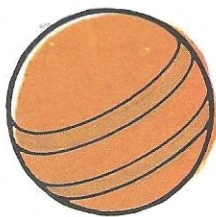






Repeat the preparation for page 48 and review the work completed there. Lead pupils to conclude that, if they know the spelling of a word, they can often spell other rhyming words by substituting the initial consonant. Call pupils' attention to the fact that page 49 is like page 48 except that they must now write the entire word in the right-hand column.





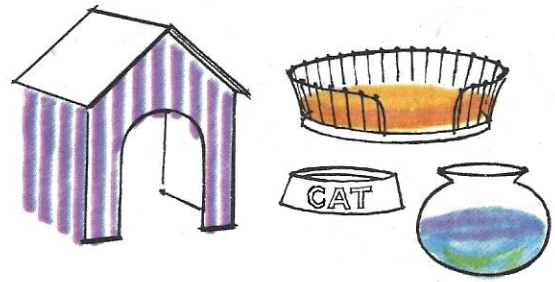
These two pages present spellings of eight frequently used words with which children are familiar in reading. The tie-in activity gives pupils a purpose for writing these words just as single words. Discuss the pictures briefly and bring the pupils to observe that all the pictured objects are either toys or pets.

Put toys and pets away.

51



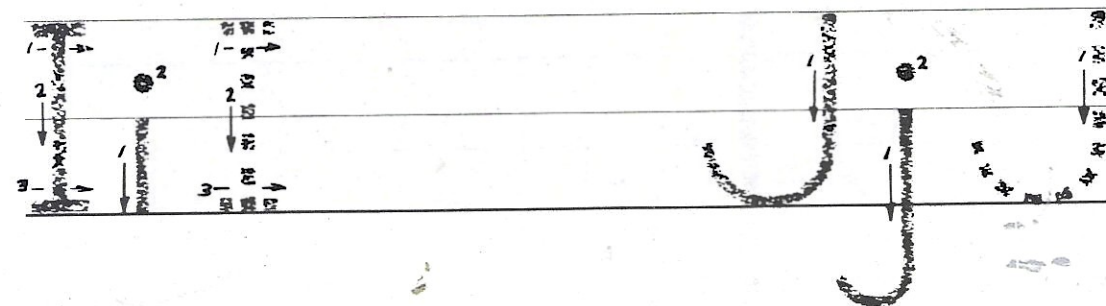
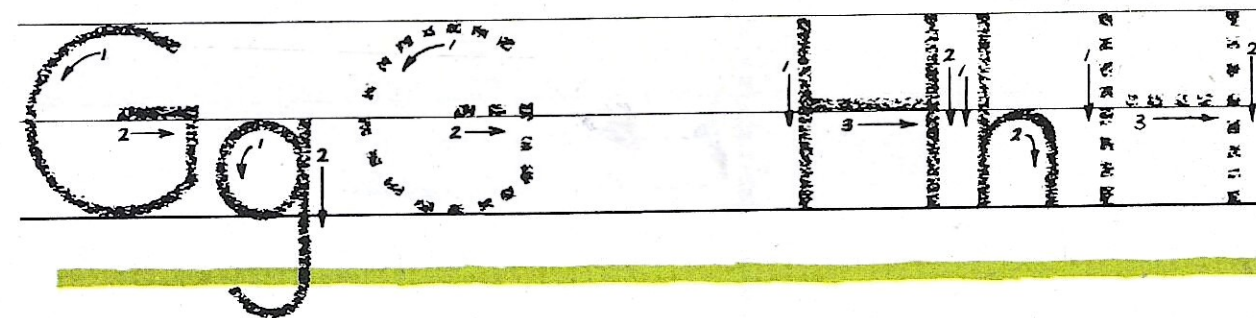
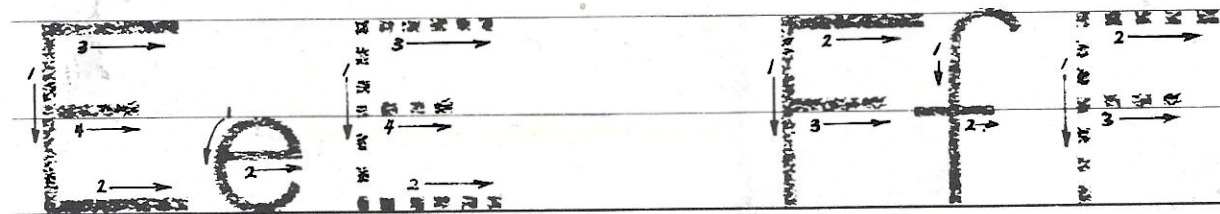
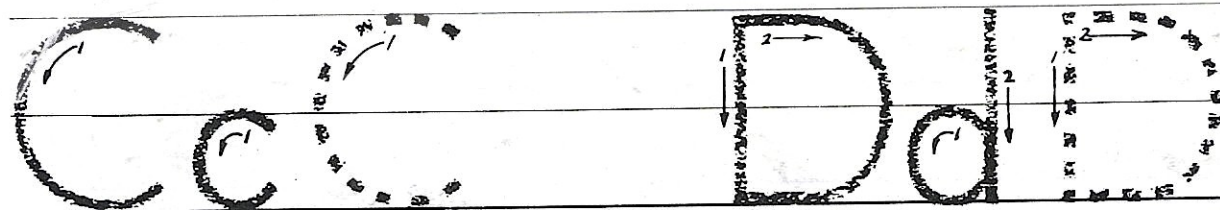
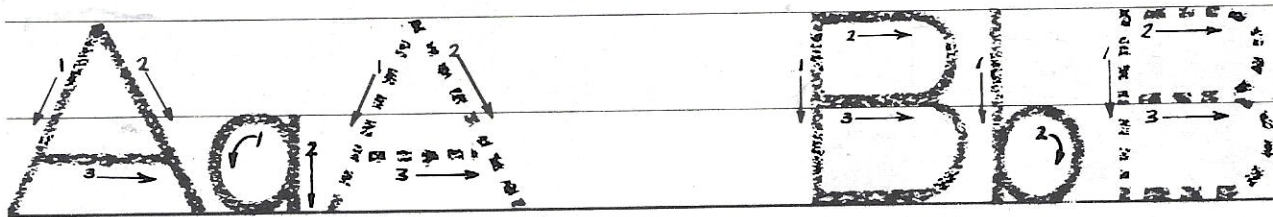
Write the toys.



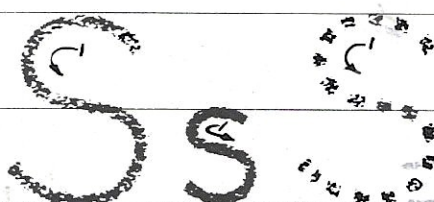
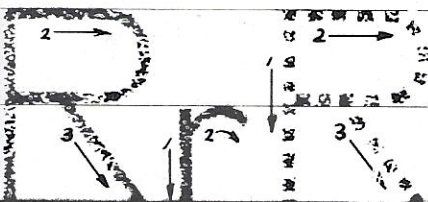
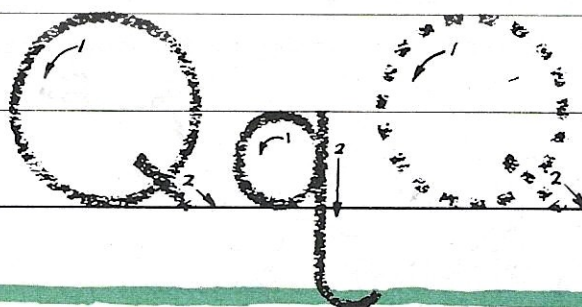
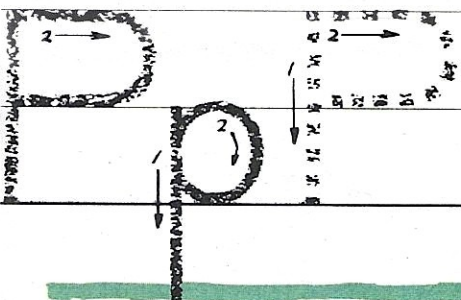
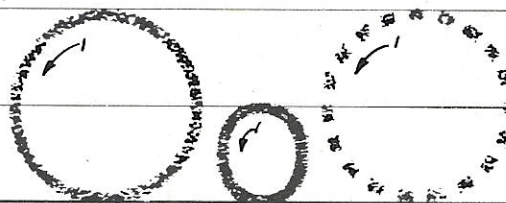
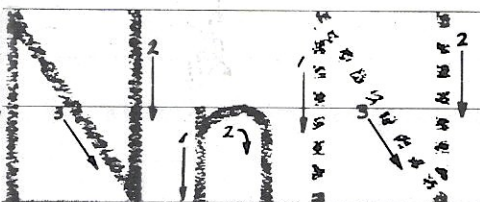
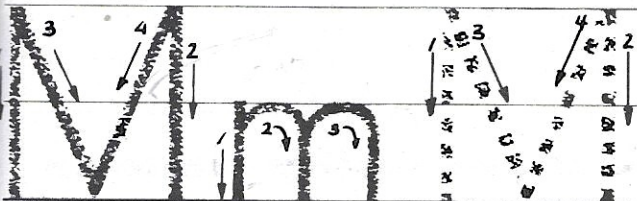
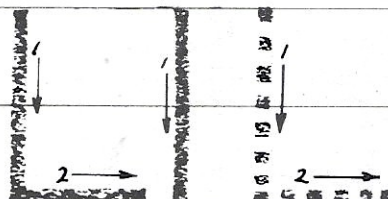
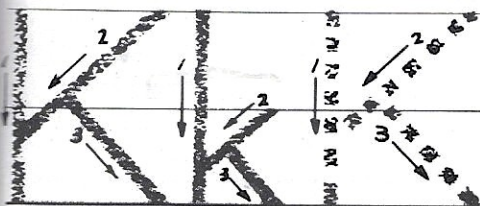
Write the pets.

Have pupils identify orally the words pictured on the opposite page as **toys** or **pets**. Explain that they are to write the words in the columns on this page under the right pictured containers. The **ball**, **boat**, etc., will go below the toy box. The **cat**, **fish**, etc., will go below the picture of the basket and the fish bowl.



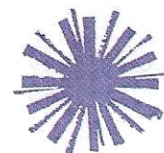


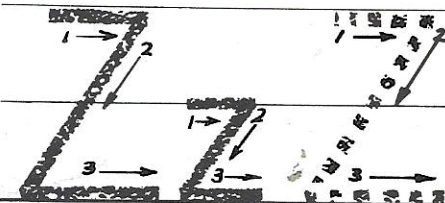
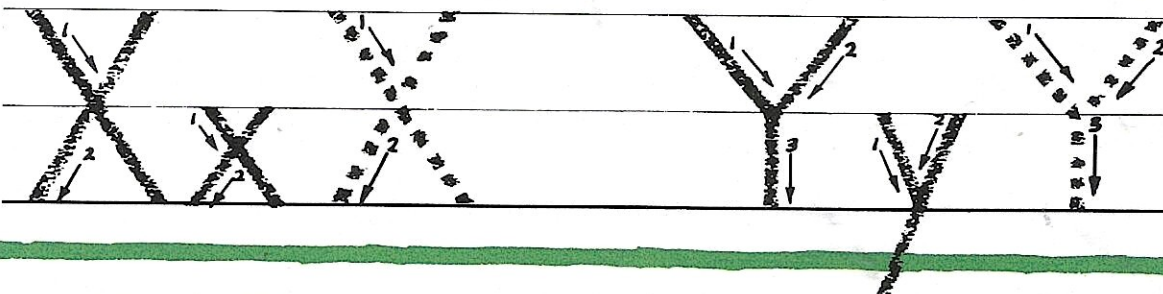
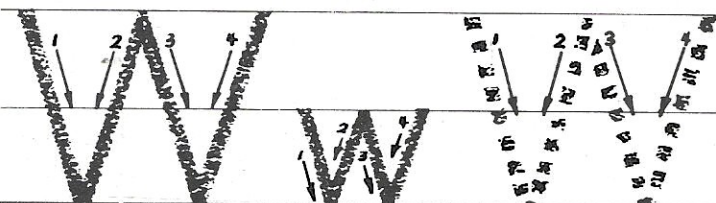
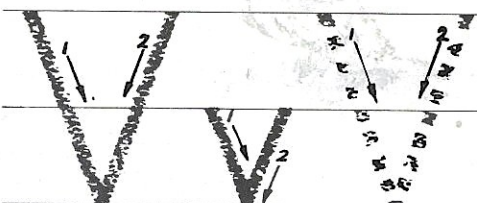
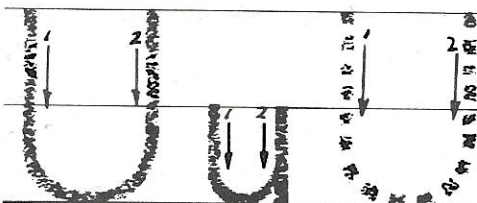
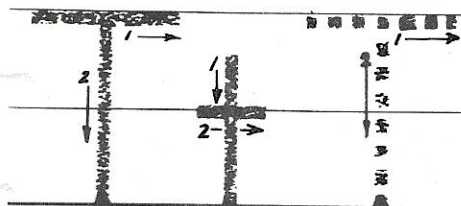
This page and the following pages present the capital-letter manuscript alphabet. Pupils should be led to understand that we need "big" letters to start sentences and to write the names of people. Point out that we have a "big" letter form for each "little" letter form, as these pages show. Proceed as you did in introducing small letters. Stress size and sequence of strokes. Occasionally ask, "Why do you think that this (the given way) is a good way to make the letters?"



Demonstrate on the board the size, formation, and stroke sequences of these capital letters. Proceed at a rate suitable to the capacity of the pupils. The upper- and lower-case alphabets should be on permanent display in the classroom so that pupils can easily refer to them.

Call attention to the use of upper-case letters in reading materials, book titles, labels on objects in the classroom, etc. Write several sentences on the board to illustrate the use of capitals.





Note again the position of paper and pencil, the posture of each pupil, and the relative size, spacing and stroke sequences of individuals' writing.

Add the big letters.

55

A a b c d

e f g h

i j k l m

n o p q

r s t u v

w x y z

This page may be used as a test to see whether pupils have associated the lower- and upper-case manuscript forms. Provide preliminary practice.



We spell



set

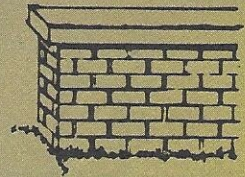
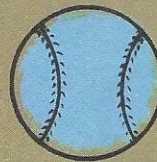
10

ten

old

and

So we spell



Be sure pupils understand that the spellings in the right-hand column will be the same as those shown on the left except for the beginning consonant. Point out that this page is similar to the preceding ones. Be sure pupils interpret the pictures correctly. This page may be used as a test to find out if pupils can do the work independently and have a grasp of the concept.

We need these words.

57

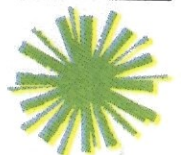
mother

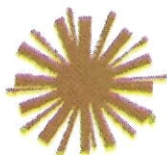
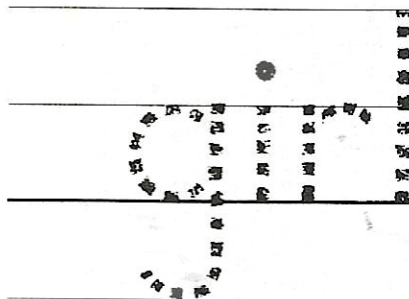
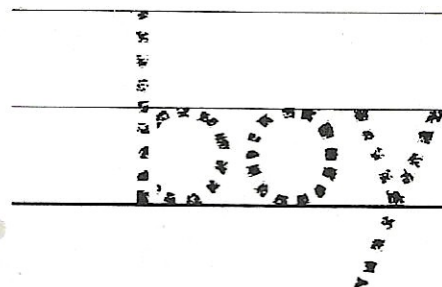
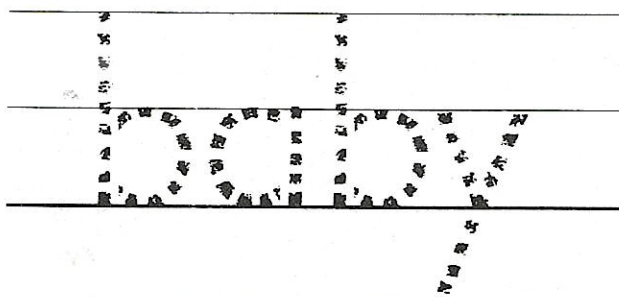


father

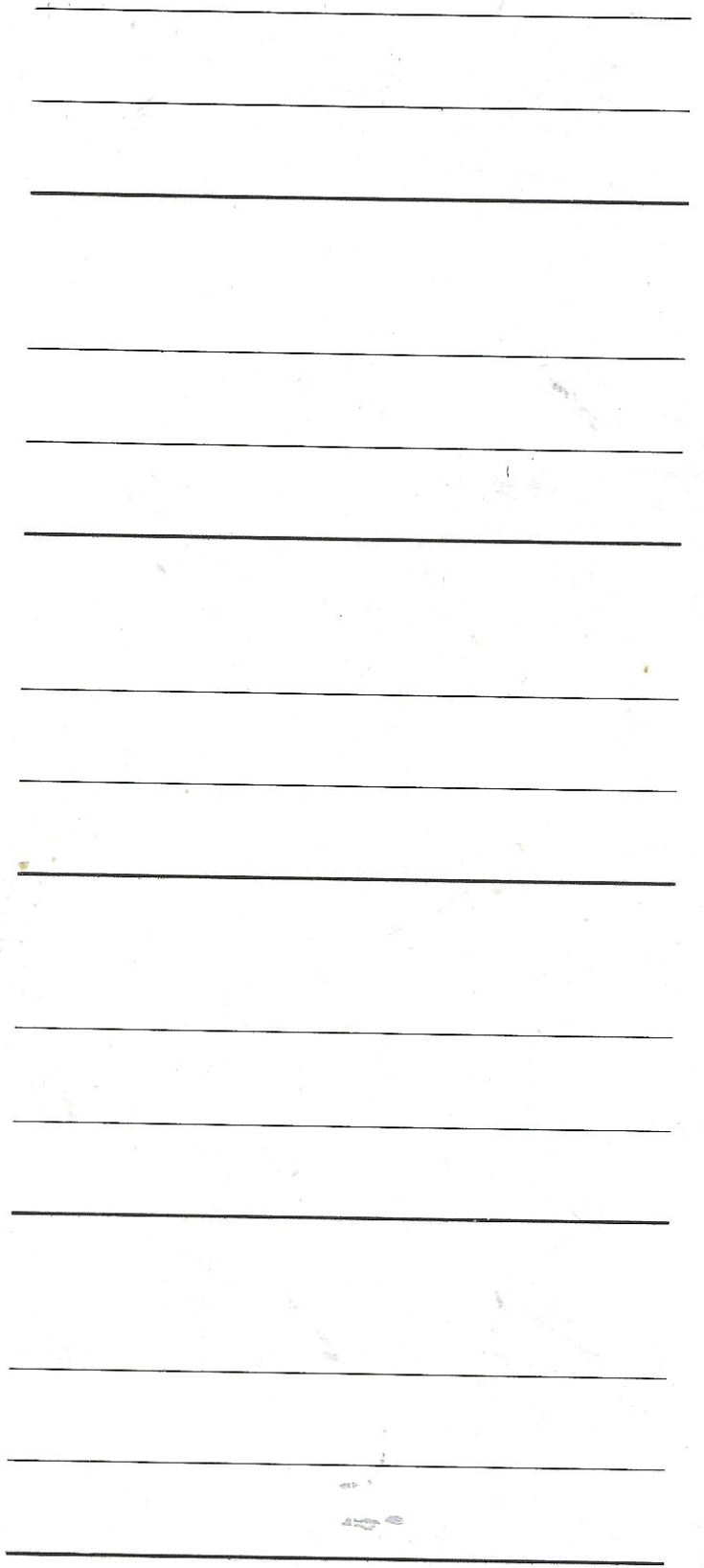


These pages give practice in learning to spell five of the most common words used by first-grade children. These are familiar items in pupils' sight vocabulary for reading. The words give good practice in using the various types of letters. Give specific attention to the proper spacing of the letters in the words.



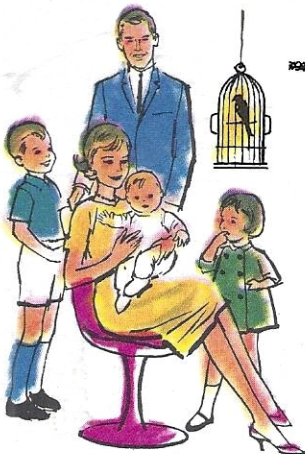


Call attention to the related key words. Point out that **Mother** begins like **moon**, **Father** like **fish**, **baby** and **boy** like **ball**, and that **girl** is the key word for **g**. Emphasize that when we use a word to name a particular person (**Mother**, **Father**) we use a "big" letter.



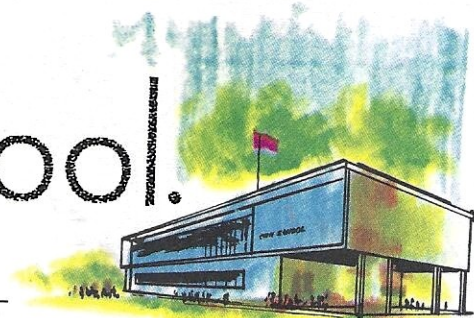


I am

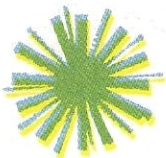


This is my family.

This is my school.



School



Explain that names of people, pets, etc., always begin with capital letters. Write several familiar names on the board. Have each pupil write his own first name for the first exercise. Give help in choosing the names to write for the second exercise — Father, Mother, Baby, the names of children or of pets. Show the pupils how to write the name of their school.

Make the missing letters.

61

A B c D

e F g h

i j k L

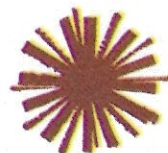
M n O P

Q R S t

u v W

X y Z

This is a test of the pupils' ability to associate freely the lower- and upper-case forms. Review these forms on the board and have pupils supply the alternate to the form presented. Instruct pupils to fill in a lower-case form when the upper-case one is given, and vice versa.



Mother

can

the

Dear

M

I

c

make

t

a-b-c's.

Love,

(NAME)



This page gives pupils an opportunity to make use of the writing skills they have learned. Discuss the importance of written messages. Help pupils examine the forms of the salutation and the closing of the letter. Discuss their purposes. Then have pupils complete the letter. If possible, let pupils copy the letter and their alphabets (page 1) to take home.

I

My

have

See

1. _____ can jump.
2. _____ like to play.
3. We _____ a dog.
4. _____ dog is brown.
5. _____ the big pig.

This page also gives practice in spelling commonly used words in context. It requires attention to the use of lower- and upper-case forms. The models given show the required forms. Illustrate the way in which the missing words are to be inserted and discuss the choice of lower- and upper-case forms, especially in the case of I.



all

to

little

Look

Come

1. _____ and play.

2. My dog is _____.

3. _____ at him.

4. See _____ the dolls.

5. She wants _____ run



Introduce the page by showing how the missing words are to be inserted. Point out that the models give the words exactly as pupils are to write them. Review the use of capital letters at the beginnings of sentences and the use of periods at the ends.

you Do are Run is

1. _____ to the tree.

2. Will _____ go?

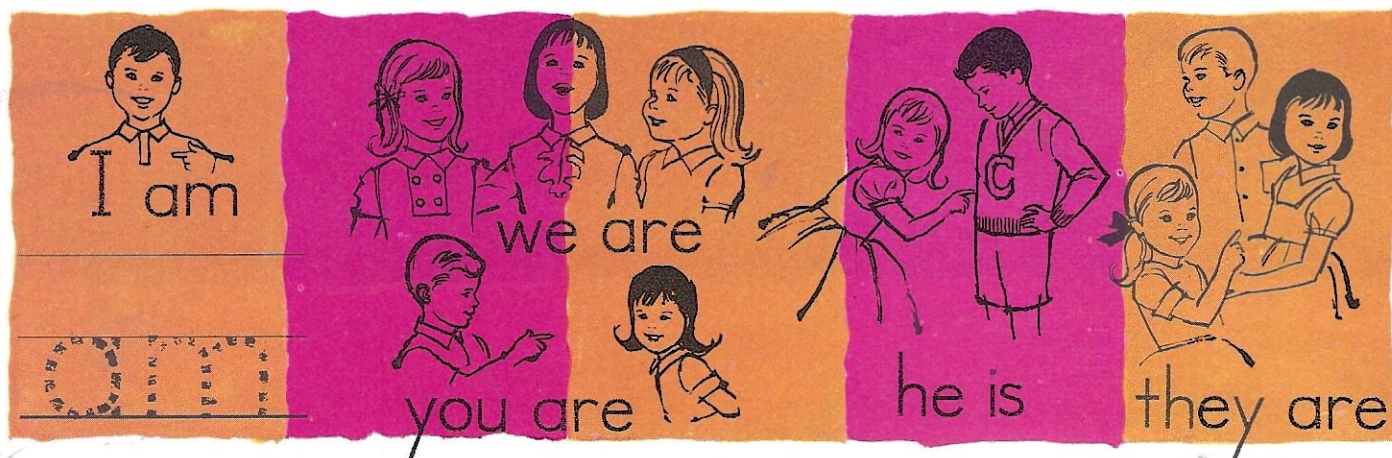
3. That _____ my book.

4. _____ you like school?

5. We _____ going.

Let pupils try to write at the board some of the words they have been writing in their workbooks (to, look, boy, I, my). Help them see that, as they write these words, they are learning to spell some of them. Call attention to the use of capitals and periods.





1. I _____ going.

2. He _____ jumping.

3. You _____ going.

4. We _____ looking.

5. They _____ playing.



This page is designed to give attention to the use and spelling of **is**, **am**, and **are**. **Am**, which is shown for tracing, is the only word that has not been written before. Discuss the use of these words, using the pictures at the top of the page. Let pupils supply the missing words orally before they write.



Where _____ the dog?



Where _____ the cats?



Where _____ the fish?



Where _____ the pigs?

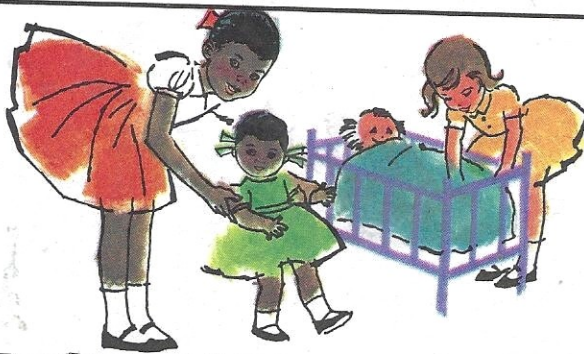


Where _____ the rats?

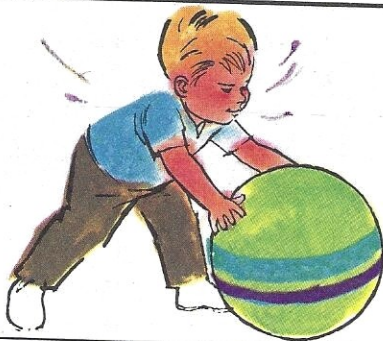




Father fell
down



with dolls
play Girls



ball The
big too
is



Explain that pupils are to unscramble the words in each panel in order to write a good sentence about the picture. Call attention to the capital letter used for the word at the beginning of each sentence.

Write the sentence.

69



to Come
Mother

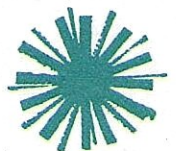


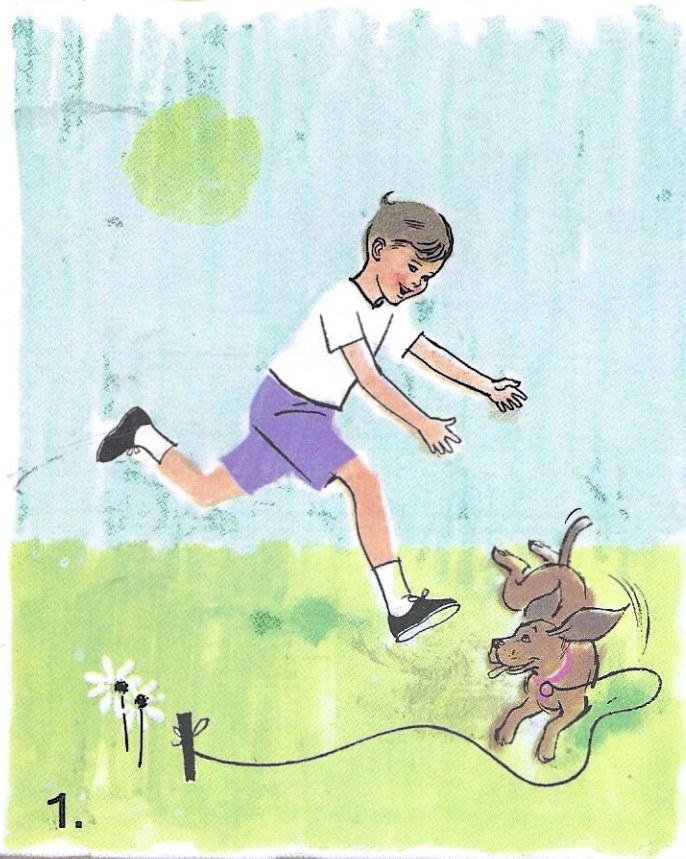
the book
took I



band will
Now the
play

Explain that pupils are to unscramble the words in each panel in order to write a good sentence about the picture. Call attention to the capital letter used for the word at the beginning of each sentence.





These are the first of several facing pages which present a story in four picture panels accompanied by the same story in written form, but with words missing. The purpose of this activity is to have pupils see the need for spelling words for writing a story. As done for reading readiness activities, have pupils tell the story from the pictures.

him got did dog after you not

Tom Gets His Dog

Tom ran a

his d . He could

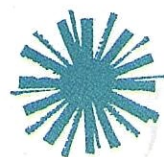
 n get h . At last

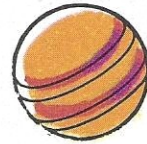
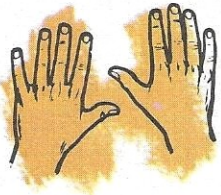
he g him. Do y

see how he d it?

After pupils have told the story several times from the pictures, explain that the missing words are shown in the colored strip, and let them read the story as given. Then they may fill the blanks.

No effort need be made to drill the spellings of these words. Mastery of the spellings is called for in the second grade.





book

hands

hat

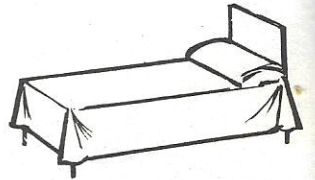
ball

bed

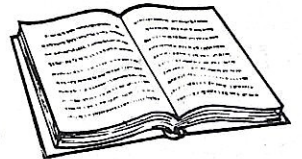
1. Here is my _____.



2. I sleep in _____.



3. See my _____.



4. We play _____.



5. See my _____.



Introduce the page by reviewing the words and their pictures at the top of the page. Be sure all pupils recognize these words at sight. Read the sentences with the pupils and let them decide which words must go into the blanks. Assign the page for independent written work.

like

likes

Tom _____ his dog.

Dogs _____ Tom.

play

plays

I _____ ball.

Tom _____ ball, too.

run

runs

The cat _____ to Tom.

Cats _____ fast.

Read the sentences with the pupils and let them decide which form of the word must go into each blank.
Then assign the page for independent written work.



1 1

7 7

2 2

8 8

3 3

9 9

4 4

10 10

5 5

11 11

6 6

12 12

Write the words.

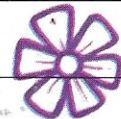


one

two

three

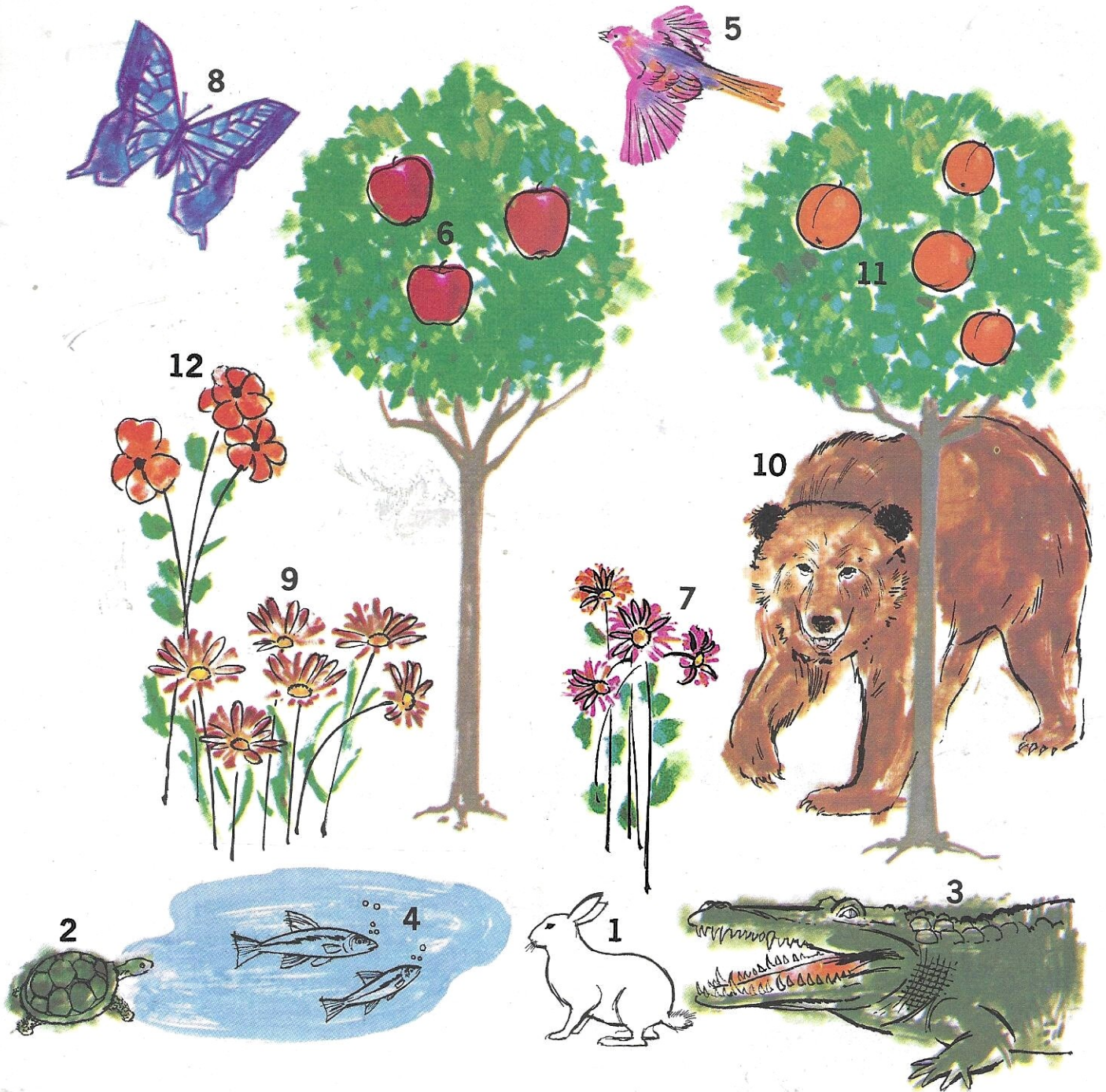
Where do the words go?



This page introduces the writing of the numbers from 1 to 12. Demonstrate form, size, and, when necessary, stroke sequence. Give preliminary chalkboard practice. Inspect pupils' figures carefully for correct form. The related words **one**, **two**, and **three** are introduced at the bottom of the page. These are presented here to prepare the children for coming activities.

Put the numbers below.

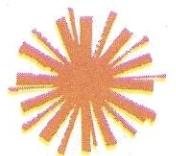
75

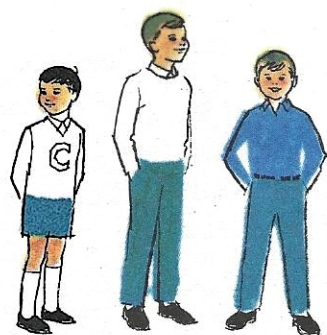


Plants

Animals

An opportunity to write the numbers from 1 to 12 for a purpose is given above. Discuss the picture, leading pupils to note that the things shown are either animals or plants. Explain that the numbers are to be written beside the right word at the bottom of the page.



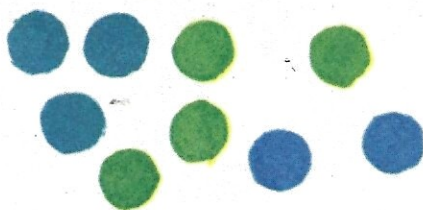


How
many?

What?

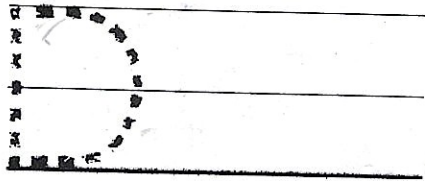
3

boys



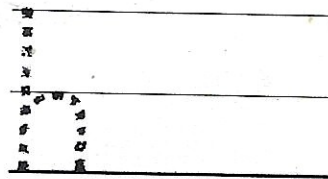
Pupils may write numbers with common spelling words on this page. Let pupils identify the pictures. Have those who can spell the words write them on the board in random order. Review from reading activities the use of **s** to show that words mean more than one. When the group can spell **boys, girls, balls, man,** and **dolls**, erase the words and let children work on their own.

well love now With how Dear

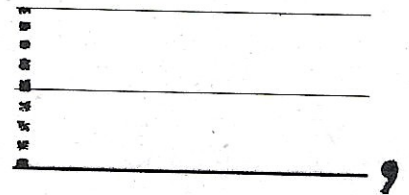
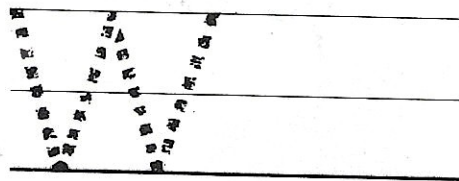


Mother,

See



I can write



(NAME)

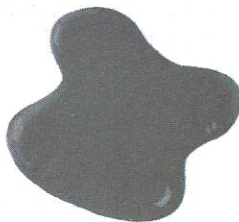
This page gives pupils an opportunity to make use of the writing skill they have learned and to show off their improvement by writing another note to Mother. Arouse interest by suggesting that Mother be shown how much better the writing is now. Proceed as for page 62. Refer pupils to page 1 for correct letter forms.



red



black



yellow



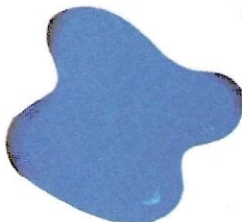
brown



white



blue

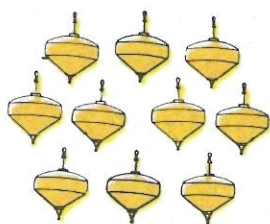
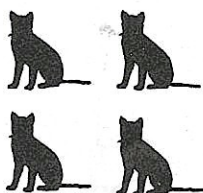


green

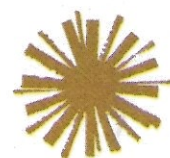


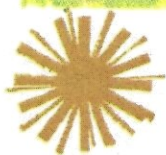
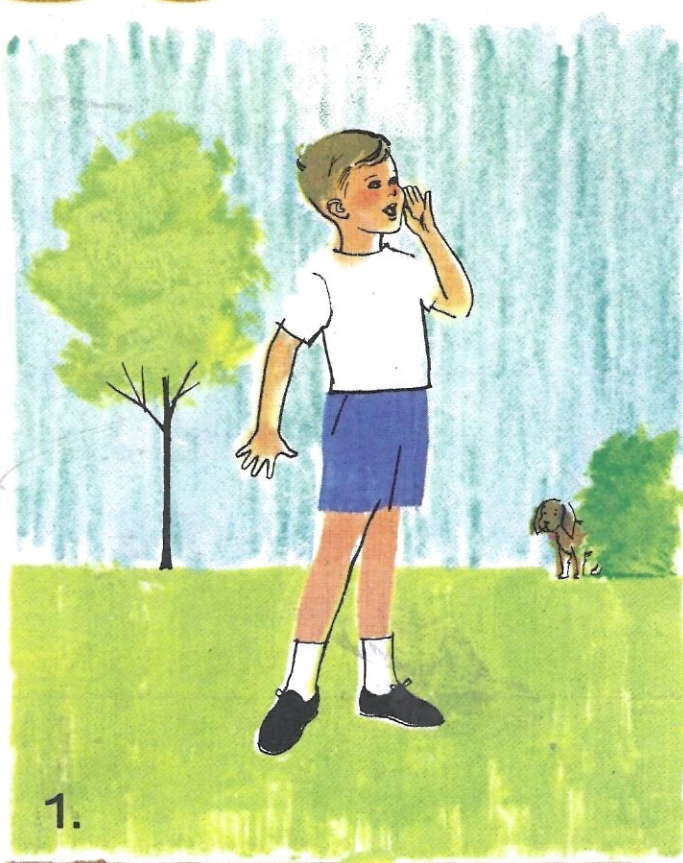
This page presents spellings of the colors commonly taught in the first grade. Most pupils will not be able to master the spellings of the seven colors at once, but they may profitably be given the opportunity to write them often. Be sure all pupils can identify the colors before the page is assigned. Be on the alert for a rare case of color blindness.

How many? What color? What?



Here pupils may combine the writing of numbers, colors, and familiar words. Illustrate the procedure by drawing similar groups on the board and writing the numbers and words in the right columns. Point out that the color words can be copied from the preceding pages. Practice the other words as suggested earlier.





This is the second of four sets of facing pages (see also pages 70-71, 84-85, 88-89) which present a story in four picture panels along with the same story in written form. Have pupils tell the story from the pictures before they attempt to complete the written story.

The how got dog my will

Tom Gets His Dog Again

Tom called his

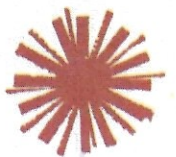
dog. I dog hid.

"I w get m
d!" said Tom.

He g his dog.

Do you see n?

Point out that the missing words are on the colored strip. When pupils understand what they are to do, let them fill in the needed words and reread the story. This might be extended into an oral language activity in which children share stories of their own pets.





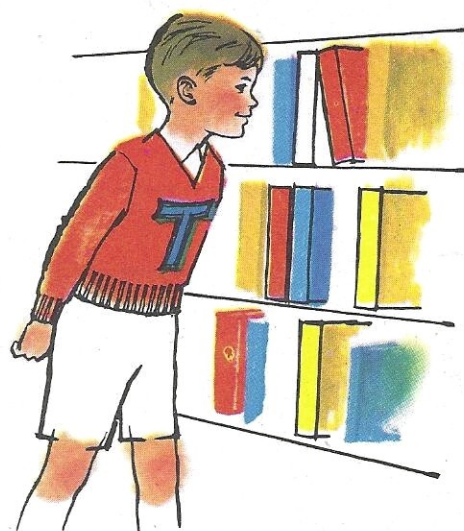
too

The girl has

_____ get a book.

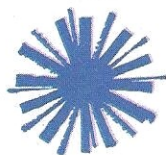
Tom has

_____ get one, _____.



Ted's dog wants

_____ play, _____.



This page calls attention to the spelling of **to** and **too**. These words are commonly used and confused in beginning writing. Clarify the uses of these words by discussion with the pupils, and give a number of examples. **Two**, taught on page 74, may be included in practice for the more mature pupils.

Which words do not belong?

83

1.

mother come
father baby

2.

cat dog
see pig

3.

ball doll
boat have

4.

man boy
girl will

5.

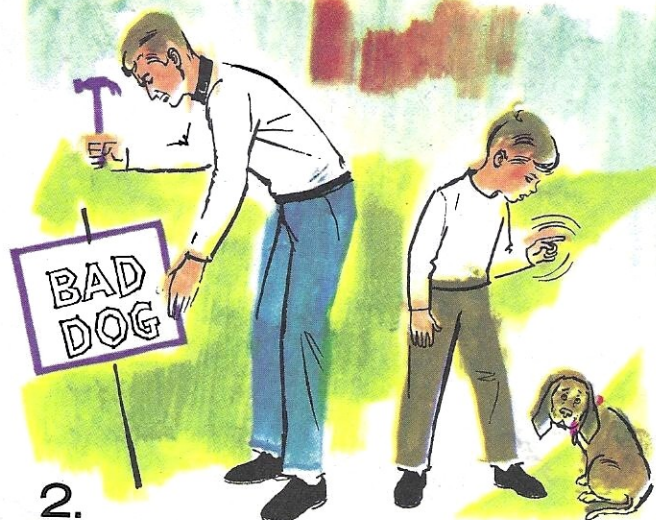
blue am
white green

6.

not my
me I

With illustrations on the board, lead pupils to understand that three words in each row always belong in one class (they are the same sort of things), but one does not belong. The words that do not belong with the others are to be written on the lines. Since selecting words which do not belong requires some mental maturity, watch for pupils who need special help.

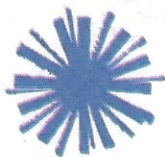




do did see not Father is

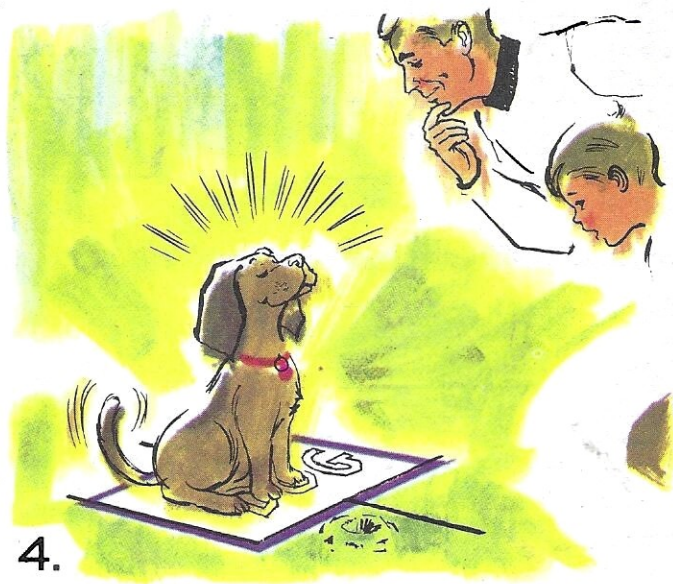
Tom's Bad Dog

_____ what Tom's
 _____ dog _____
 _____ "Bad dog,"
 said Tom. "_____ what





3.



4.

doing.”

The dog did _____ like

this. _____ you _____

what Tom's dog _____?

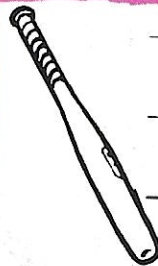
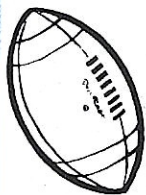




for him



for her



This page gives pupils an opportunity to write **for him** and **for her** opposite various items used by boys or girls. Explain and illustrate with the example given for tracing. When pupils understand what is to be done, assign the page as independent work.

in or out?



big or little?



up or down?



come or go?



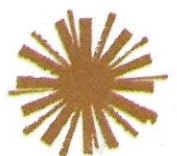
boy or girl?

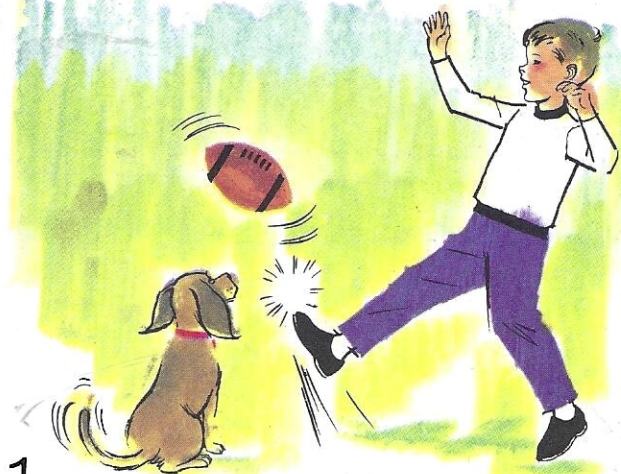


black or white?



Here again, pupils are motivated to practice writing the words they are learning to read. These six commonly used words must be written in order to answer questions. (Which word fits the picture?) Be sure pupils can recognize all the words at sight before they fill in the blanks.





1.



2.

fell ball run play down to fun

Tom's Dog Plays

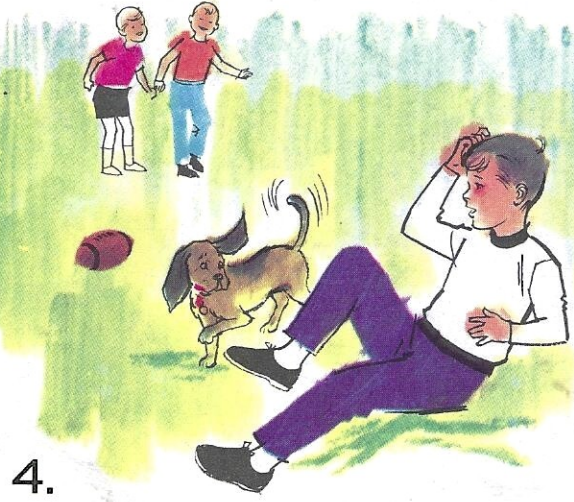
Tom's dog saw

Tom kick the

The dog wanted



This is the fourth of four sets of facing pages which combine a picture story with a written activity. As before, let the children tell the story repeatedly, in their own words, until the plot is well established. Then let them read the written story and supply the missing words orally.

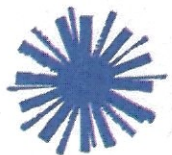


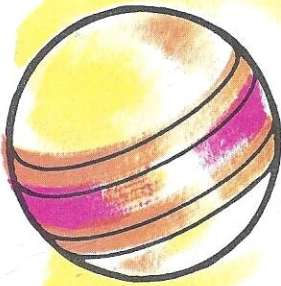
_____ and _____, too.

He had _____. He

kicked the _____ first.

Poor Tom _____





boy
but
down
big



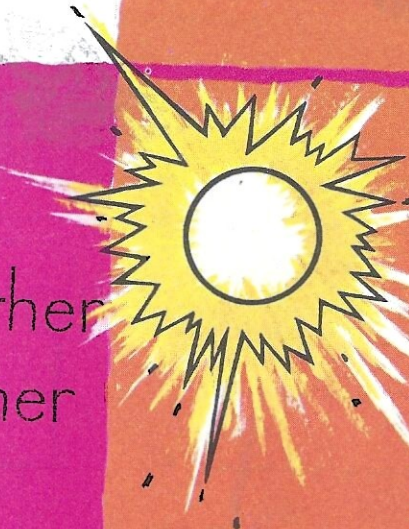
like
little
look
black



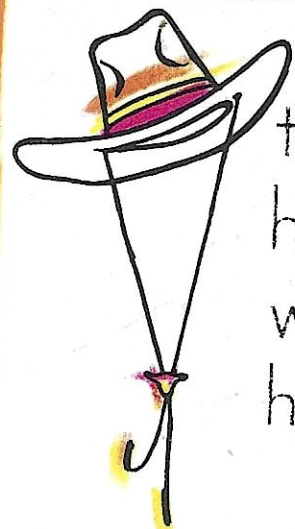
down
but
do
bat



my
mother
father
girl



see
sun
some
said



this
had
what
his



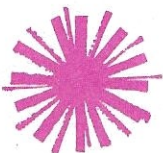
go
good
girl
with



daddy
did
man
not



do
to
it
on



This page reviews beginning consonant sounds. Review the key-word pictures on the page and have pupils tell with which consonant each begins. Explain that pupils are to read the words in each box and to draw rings around those words which begin with the same letter as the key word. Be sure all pupils can recognize all the words at sight; then assign the page.

Write the starting letters.

91

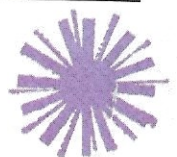


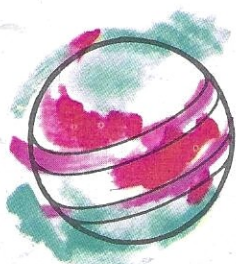
1. _____ 2. _____ 3. _____ 4. _____

5. _____ 6. _____ 7. _____ 8. _____

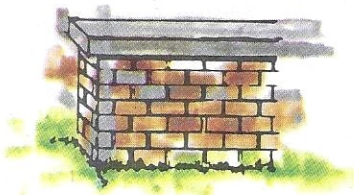
9. _____ 10. _____ 11. _____ 12. _____

This page also reviews beginning consonant sounds. Page 46 may be used to review the key words. Before pupils begin, check for correct identification of all the items in the clothing store. Pupils should understand that they are to put the starting consonant for each numbered picture word on the line which begins with its matching number.

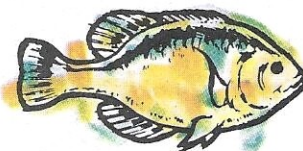




1.



2.



3.



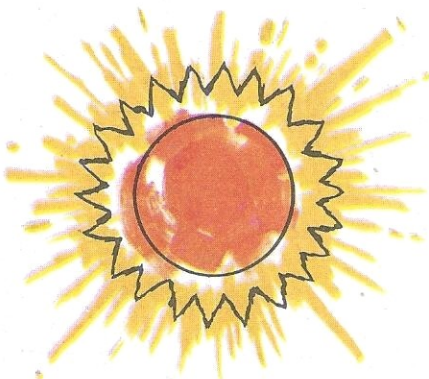
4.



5.



6.



7.



8.



9.



1.

2.

3.



6.

4.



7.

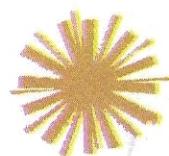


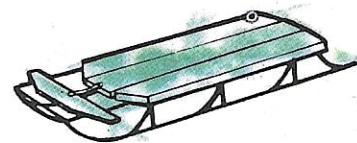
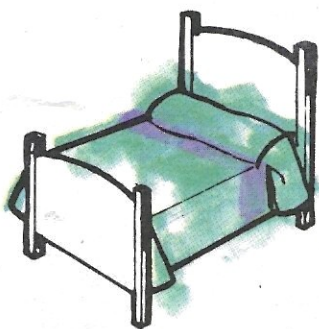
5.



9.

Remind children of the exercises they did earlier with rhyming words. Let them tell which words on this page rhyme (7. **cat**, 8. **hat**, 9. **bat**). Stress that in these words only the starting letter needs to be changed.

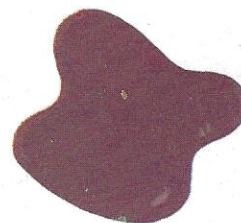




1.

2.

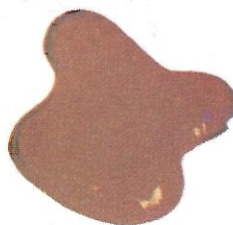
3.



4.

5.

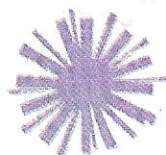
6.



7.

8.

9.

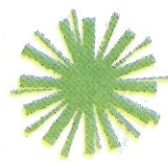


The picture words tested are as follows: page 92 — ball, wall, fish, dog, doll, top, sun, gun, book; page 93 — Mother, Father, baby, boy, girl, man, cat, hat, bat; page 94 — bed, red, sled, yellow, two, black, hand, brown, green.

a b c d e f g h i j k l m
n o p q r s t u v w x y z

1. Which letter is first in the alphabet? _____
2. Which letter is last in the alphabet? _____
3. Which letter comes after c? _____
4. Which letter comes before c? _____
5. Which letter comes before n? _____
6. Which letter comes after v? _____

Write the word **alphabet** on the board. Make sure that pupils know the names of all the letters. Pupils will answer the questions by writing the correct letter in each blank.



Write the words in a-b-c order.

now

kite

is

look

have

big

down

one

my

jump

fun

all

can

eat

got

a.

b.

c.

d.

e.

f.

g.

h.

i.

j.

k.

l.

m.

n.

o.



Explain what is meant by **a-b-c** order. Show how various things (attendance sheets, health cards, etc.) are kept in alphabetical order. Write groups of words on the board and help the pupils arrange them in **a-b-c** order before assigning this page.

SPELLING WORDS

after	blue	do	got	in	play	took
all	boat	dog	green	is	rat	top
am	book	dogs	gun	little	red	tops
and	books	doll	hand	look	run	toy
are	boy	dolls	hat	love	sat	two
baby	boys	down	hats	man	see	wall
ball	brown	Father	have	men	sled	well
balls	can	fell	hen	Mother	sun	white
band	cat	fish	her	my	ten	will
bat	cats	for	hill	not	the	wish
bed	come	fun	him	now	three	with
big	dear	girl	how	one	to	yellow
black	did	girls	I	pig	too	you

TO THE TEACHER

The purposes of this beginning spelling text for the first grade are as follows:

1. To provide auditory training in hearing rhyming words and beginning consonant sounds
2. To teach pupils to write lower- and upper-case manuscript letter forms and numbers
3. To teach pupils to associate consonant symbols with their sounds
4. To teach pupils to coordinate their auditory and writing skills
5. To enable pupils to spell a number of the most commonly used words
6. To enable pupils to spell related words by substituting beginning consonants in familiar words
7. To provide pupils with opportunities to write words in natural writing situations

Auditory training is begun by means of exercises designed to sharpen acuity in hearing rhymes (pages 2-5) and in hearing beginning consonant sounds (6-7). The stick letters **i**, **t**, and **l** of the manuscript alphabet are then introduced (8) and the pupil is given an immediate opportunity to coordinate his writing skills with his hearing skills by writing the starting letters for such pictured words as **leaf**, **lion**, **ten**, **table** (9-11).

After practice in hearing words with the beginning consonants **c**, **b**, and **d** (12-13), the writing of the round and tall letters **o**, **a**, **c**, **e**, **b**, and **d** is introduced (14-15). Again, the pupil is given practice in writing the newly learned letters as beginning consonants of pictured words (16-20).

The same pattern is followed as pupils learn to distinguish words which begin with the tall letters **f**, **h**, and **k** (21-22), learn to form these letters (23), and write them as beginning consonants of familiar words (24-27).

In similar fashion, the hearing and writing of the hump letters **r**, **n**, and **u** (28-33), the additional small letters **m** and **s** (34-37), the tail letters **g**, **j**, and **p** (38-41), and the slant letters **v**, **w**, **x**, **y**, and **z** (42-45) are introduced.

Associating the letter forms with the key words for the consonant sounds is practiced on pages 46-47. Practice with spelling rhyming words by substituting beginning consonants is given on pages 48-50. Pages 51-52 provide a situation for which pupils classify and write familiar words.

The writing of upper-case manuscript forms is presented on pages 53-56. After experience with writing common words in sentences and further practice with making letters (57-69), a fill-in story exercise is introduced on pages 70-71. Pages 72-73 give practice with specific words and word forms.

The numbers 1 through 12 are presented and written in combination with words (74-76). The spellings of the colors **red**, **yellow**, **blue**, **green**, **brown**, **white**, and **black** are presented and combined with the practice of numbers and other words (77-78). Various devices are used on the remaining pages of the book to give pupils ample practice in writing and spelling words.

The use of this workbook in the first grade will insure that the highly important auditory training basic to good spelling in later grades will be presented in a systematic and orderly manner. It will introduce manuscript writing as a functional, rather than an isolated, mechanical skill, and will provide natural situations for pupils to spell some of the most commonly used words in the language. Pupils will be prepared to make rapid and facile progress in the second-grade text.

Introduce the book whenever first-grade pupils seem ready for it. Some pupils will be able to use the book at the same time the reading-readiness book is introduced. Others may not be ready for almost a half year. No rigid time-to-page schedule need be followed in working through the book. Additional time may be spent on the auditory training activities when necessary.

For pupils who need additional practice to develop auditory skills, the NEW SPELLING GOALS FILMSTRIPS will be useful. This series of color strips will supplement the text and provide a stimulating variety of auditory training activity.



WEBSTER DIVISION, MCGRAW-HILL BOOK COMPANY

St. Louis • New York • San Francisco • Dallas • Toronto • London • Sidney